DOCUMENT RESUME

ED 300 063 JC 880 479

TITLE ESL: Responding to the Challenge of Demographic Change. English as a Second Language Institute, Report #1, February 1987-November 1987.
INSTITUTION Los Angeles Community Coll. District, Calif.
PUB DATE 88
NOTE 129p.; Printed on colored paper.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS College Curriculum; College Faculty; Cost Effectiveness; Educational Needs; *English (Second Language); *Enrollment Trends; *Limited English Speaking; Mexican American Education; Multicampus Districts; Needs Assessment; *Population Trends; Program Costs; Program Design; Program Effectiveness; *Racial Composition; *Second Language Programs; Spanish Speaking; Two Year Colleges; Urban Demography; Urban Population

ABSTRACT

In 1987, a study was conducted by the Los Angeles Community College District's (LACCD) English as a Second Language (ESL) Institute to establish baseline data on the English language needs for the LACCD's service area. The study drew upon census data provided by the Southern California Association of Governments, information on elementary and secondary students provided by the Los Angeles Unified School District (LAUSD), and results of annual surveys of LACCD students. Study findings included the following: (1) in 1980, Latinos made up 31.9% of the total LACCD population, while Blacks accounted for 14.5% and Asians 7.5%; (2) by the year 2000, Latinos and Asians will comprise 56.7% of the 18-19 year old population, 53.6% of the 20-24 year olds, and 46.6% of the 25-34 year olds; (3) 13% of the 18-54 year old adults in the LACCD spoke a foreign language in their homes, and an additional 20% spoke both English and another language; (4) in 1980, close to 1,000,000 people, ages 5-54, spoke both English and another language in the home; (5) the percentage of Latino children in grades K-12 in the LAUSD increased from 18.6% in 1966 to 55.2% in 1985; (6) of the respondents to LACCD's spring 1987 student survey, 41.2% identified themselves as foreign language natives, and 57.9% of these students indicated that they needed help in English; (7) in fall 1986, 17,347 of the 102,533 students enrolled in the LACCD identified themselves as foreign nationals, with 82.5% residing in the United States with permanent visa status; and (8) total enrollment in the LACCD's ESL classes during fall 1986 was 7,694 students. Recommendations based on study findings are included. Population projections, racial/ethnic statistics, and ESL data are appended. (AAZC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Agosto

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ESL: Responding to the Challenge of Demographic Change

E S L Institute - Office of Enrollment Management, LACCD

ESL: Responding to the Challenge of Demographic Change

The ESL Institute

Office of Enrollment Management
The Los Angeles Community College District

Board of Trustees

Harold W. Garvin, President
Lindsay Conner, Vice-President
Wallace Albertson
Arthur Bronson
Wally Knox
Dr. David Lopez-Lee
Julia Wu
Suzzane D. Goodlow, Student Member

District Administration

Dr. Leslie Koltai, Chancellor

Dr. Cedric Sampson, Vice-Chancellor
Educational Research & Development

David Agosto, Senior Director
Enrollment Management/Student Services

ESL Institute Staff

Carolyn Widener
Consulting Instructor
ESL Institute

Dr. Ernesto Ballesteros
Instructor, Special Assignment
ESL Institute

Jesus García
Professional Expert/Researcher
Enrollment Management

Angela Davis
Intermediate Clerk Typist
ESL Institute

District ESL Committee

Los Angeles City College
Marianne Boretz
Bonnie Easley
James Luter
Galust Mardirussian
Amador Martínez
Sabrina Peck
Sonia Soto

East Los Angeles College
Bob Isomoto
Susanne Spangler
María Elena Yepes-Sauceda

Los Angeles Harbor College
Rosalyn Stern

Los Angeles Mission College
Louise Barbato
Joe Flores
Phoebe Rivera

Los Angeles Pierce College
Dr. Minnette Lenier

Los Angeles Southwest College
Jon Herdershot
Patricia Lewis
Victoria Richart
Mary Ware

Los Angeles Trade-Technical College
Paula Banda
Dorien Grunbaum

Los Angeles Valley College
Jeanne Polak

West Los Angeles College
Ann Gee
Elaine Kirn

Acknowledgments

The ESL Institute was established within the Los Angeles Community College District in Spring 1987 by Dr. Leslie Koltai, Chancellor, in response to his recognition of the rapidly changing demographic environment and the English language needs of foreign language native speakers.

This report was prepared by the ESL Institute, which is under the direction of David Agosto, Senior Director of the Office of Enrollment Management, and Dr. Cedric Sampson, Vice Chancellor of Educational Research and Development of the Los Angeles Community College District. We wish to acknowledge the efforts of David Agosto, Carolyn Widener and Dr. Ernesto J. Ballesteros in conceptualizing the study upon which this report is based. We are grateful to Carolyn Widener for providing the theoretical background on ESL which directed much of the thrust of the study and to Dr. Ernesto Ballesteros for serving as principal research investigator.

Grateful acknowledgment is made also to Jeanne Landis for her assistance in formulating the research questions, to Jesus García for his assistance in processing and tabulating U.S. Census and Los Angeles Unified School District data as well as to Angela Davis for her clerical assistance.

The members of the District ESL Committee provided invaluable information and feedback which directed the completion of this report.

In addition to the current Board of Trustees, the following former members are thanked for their interest and support: Marguerite Archie-Hudson, Leticia Quesada, Monroe F. Richman, M.D., and Linda J. Escajeda, Student Member.

TABLE OF CONTENTS

	Page
Executive Summary	1
Major Findings	3
ESL need in the LACCD service area	3
Profile of LACCD currently enrolled ESL students	4
Status of ESL instructional program	4
Recommendations	6
To strengthen the ESL instructional program	6
To serve currently enrolled students with ESL needs	7
To meet the ESL needs in the LACCD service area	8
What is English-as-a-Second Language?	9
Introduction	9
Research Findings	11
What are the ESL needs of the LACCD service area?	11
A. Data source	11
B. Research findings	13
1. The size of the LACCD service area population	13
2. Population growth by college service area	17
3. Language spoken in the home	21
4. Population trends for younger cohorts in LACCD service area	25
5. Enrollment trends in the LAUSD	27
What are the English language needs of current LACCD students?	30
A. Data source	30
B. Survey results	30
Who are the LACCD students who have English language needs?	32
A. Data source	32
B. Major findings	32
How is the ESL program currently organized districtwide?	39
A. The course structure	39
B. The LACCD ESL teaching staff	42
How many ESL classes are offered districtwide?	44
What are the enrollment patterns in ESL classes?	46
How successful are ESL classes?	50
A. Student retention	50
B. Cost-effectiveness	51
Conclusion	62
Appendix	53
Index to appendices	54
Appendix A: SCAG Population Projections for LACCD Service Area	A-1
Appendix B: LAUSD Racial/Ethnic Statistics, 1966-1985	B-1
Appendix C: ESL Class Statistics for Fall 1986	C-1
Appendix D: LACCD Student Enrollment Statistics for Fall 1986	D-1
Appendix E: Board of Governors recommendations on ESL	E-1

TABLES

		Page
1.	LACCD Service Area 18-54 Year-Old Population by Racial/Ethnic Group, 1980	13
2.	LACCD Service Area Population Projections for 18-54 Age Group by Racial/Ethnic Group (number)	13
3.	LACCD Service Area Population Projections for 18-54 Age Group by Racial/Ethnic Group (percent)	14
4.	LACCD Service Area Population Projected Growth for 18-54 Age Group, by Racial/Ethnic Group 1980-2000	15
5.	LACCD Service Area Population for 18-54 Age Group by College and Racial/Ethnic Group, 1980	16
6.	LACCD Service Area (Projected) Population for 18-54 Age Group, by College and Racial/Ethnic Group, 1990	16
7.	LACCD Service Area (Projected) Population for 18-54 Age Group, by College and Racial/Ethnic Group, 2000	16
8.	Projected Population Growth for LACCD Service Area for 18-54 Age Group, by Racial/Ethnic Group, 1980-2000	17
9.	Projected Population Growth for L.A. City College Service Area for 18-54 Age Group, by Racial/Ethnic Group, 1980-2000	18
10.	Projected Population Growth for East L.A. College Service Area for 18-54 Age Group, by Racial/Ethnic Group, 1980-2000	18
11.	Projected Population Growth for L.A. Harbor College Service Area for 18-54 Age Group, by Racial/Ethnic Group, 1980-2000	18
12.	Projected Population Growth for L.A. Mission College Service Area for 18-54 Age Group, by Racial/Ethnic Group, 1980-2000	19
13.	Projected Population Growth for L.A. Pierce College Service Area for 18-54 Age Group, by Racial/Ethnic Group, 1980-2000	19
14.	Projected Population Growth for L.A. Southwest College Service Area for 18-54 Age Group, by Racial/Ethnic Group, 1980-2000	19
15.	Projected Population Growth for L.A. Trade-Technical College Service Area for 18-54 Age Group, by Racial/Ethnic Group, 1980-2000	20
16.	Projected Population Growth for L.A. Valley College Service Area for 18-54 Age Group, by Racial/Ethnic Group, 1980-2000	20
17.	Projected Population Growth for West L.A. College Service Area for 18-54 Age Group, by Racial/Ethnic Group, 1980-2000	20
18.	English Language Usage in LACCD Service Area Homes	21
19.	Number of 18+ Year-Old Adults in LACCD Service Area Who Speak Partly or Only a Foreign Language at Home by College, 1980	24
20.	Percent of 18+ Year-Old Adults in LACCD Service Area Who Speak Partly or Only a Foreign Language at Home by College, 1980	24
21.	LACCD Service Area Population Projections for 25-34 Age Group by Racial/Ethnic Group	25
22.	LACCD Service Area Population Projections for 20-24 Age Group by Racial/Ethnic Group	26
23.	LACCD Service Area Population Projections for 18-19 Age Group by Racial/Ethnic Group	27
24.	LAUSD Racial/Ethnic Student Composition in K-12, 1966-85	28
25.	Service That Would Most Help Foreign Language Native Speakers Understand English in LACCD College Classes	31
26.	Enrollment Status of Non-U.S. Citizen LACCD Students	33
27.	Educational Goal of Non-U.S. Citizen LACCD Students	34
28.	Enrollment of Non-U.S. Citizens In LACCD Colleges, Fall 1986	34
29.	Ratio of ESL Students to Total Enrollment and to Non-U.S. Citizens at Each College, Fall 1986	35
30.	Service that would most help Foreign Language Native Speakers Understand English in LACCD College Classes by college	36
31.	English Language Service Need by College, LACCD Spring 1987 Student Survey	36
32.	English Language Service Need by College, LACCD Spring 1987 Student Survey	38
33.	English Language Service Need by College, LACCD Spring 1987 Student Survey	40
34.	LACCD ESL Courses by Discipline, Fall 1986	41
35.	LACCD ESL Instructional Assignments, Fall 1986	42

TABLES (Cont'd)

Page

36. Number of ESL Sections for LACCD by Discipline, Fall 1986 44
37. Summary of WSCH for LACCD ESL Classes, Fall 1986 46
38. Enrollment in LACCD ESL Classes, Fall 1986 48
39. Percent Retention in LACCD ESL Courses, Fall 1986 50
40. WSCH for LACCD ESL Classes, Fall 1986 52
41. WSCH/FTE for Contract and Hourly Faculty That Taught ESL Classes, Fall 1986 53

GRAPHS

1. Projected LACCD Service Area Population for 18-54 Year Olds, 2000 14
2. Language Used in the Home by 18+ Age Group, 1980 21
3. Projected LACCD Service Area Population for 25-34 Age Group for Year 2000 25
4. Projected LACCD Service Area Population for 20-24 Age Group for Year 2000 26
5. Projected LACCD Service Area Population for 18-19 Age Group for Year 2000 27
6. LAUSD Racial/Ethnic Student Composition, 1966 vs. 1985 28
7. Service That Would Most Help Foreign Language Native Speakers Understand English in LACCD college classes 31
8. LACCD ESL courses by discipline, Fall 1986 41
9. LACCD Hourly/Contract ESL Instructor Distribution, Fall 1986 43
10. LACCD ESL Class Distribution, Fall 1986 45
11. LACCD WSCH Distribution by College, Fall 1986 46
12. Student Enrollment in LACCD ESL Classes by Time of Day, Fall 1986 49
13. Student Retention in LACCD ESL Classes, Fall 1986 51
14. LACCD ESL WSCH by Discipline, Fall 1986 52

EXECUTIVE SUMMARY

BACKGROUND

The ESL Institute was established within the Los Angeles Community College District in Spring 1987 by Dr. Leslie Koltai, Chancellor. Dr. Koltai recognized the rapidly changing demographic environment and the English language needs of foreign language native speakers; he responded by providing the mechanism for developing ESL programs districtwide.

The report embodied in this document is the result of an initial ESL Institute research initiative to determine baseline English language need statistics for the service area within the LACCD. The ESL Institute has compiled data from various sources: the LACCD, the Los Angeles Unified School District and the Southern California Association of Governments. The purpose of this research project was to obtain a comprehensive picture of the ESL language needs in the LACCD service area as well as those of current students whose native language is not English. The findings of the research project indicate that about 13% of the persons in the LACCD service area speak only a foreign language at home while another fifth communicate in both English and a foreign language. Based on 1980 Census information, there are some 410,315 persons in the 18 to 54 age group in the LACCD service area who speak only a foreign language at home. There are close to one million persons between the ages 5 and 54 that speak only a foreign language at home.

The importance of English language programs takes on more meaning as one looks at the students in the LAUSD. The racial/ethnic composition of the students in the LAUSD has radically changed in the last twenty years: in 1985 Latino children made up 55.2% of all students in levels K-12. The 550,00 LAUSD students in addition to the 2.3 million adults in the 18-54 age group constitute a large pool of potential students for the LACCD. There are currently some 7,600 students enrolled in ESL classes districtwide. However, there are an estimated 43,000 (out of approximately 102,000) students enrolled in district colleges who identify themselves as foreign language native speakers; of these, about 24,600 indicate that they need help in English. One-third of all non-U.S. citizen students are at City College, where the largest number of ESL classes are offered. However, there are large numbers of

non-U.S. citizens at other district colleges where fewer ESL classes are offered. Many of the non-U.S. citizens at the district colleges need ESL classes.

City College generates 43% of the district's ESL student contact hours. The average ESL class size for the District is 32; for Development Communications, it is 37. City, East L.A. and Valley colleges together make up 73% of student contact in ESL. Districtwide, 59% of the ESL classes are taught within the English departments while Speech and Developmental Communications classes each represent one-fifth of the entire program. Learning Skills ESL classes only are taught at L.A. City College. Over one-half of the District's ESL classes are taught by hourly faculty; in Fall 1986, 53% of the ESL faculty was not contract. LACCD ESL classes have a high 87% retention rate. In Fall 1986 the instructional cost in ESL was $832,233. The ESL program generated $2,423,135.7.

The credit ESL program in the LACCD has grown in the last 10 years from two courses to over 29 located in four different disciplines. The sequence varies from college to college. Courses with the same name and number are not necessarily equivalent in content and difficulty throughout the District. Some colleges have only a day program; most colleges offer no beginning ESL; only City and Mission offer intensive programs in integrated skills instruction.

To meet the English language needs of both current and future students in the LACCD, this report recommends a consolidated ESL discipline and an expanded ESL program districtwide.

MAJOR FINDINGS

A. ESL Need in the LACCD Service Area

1. The 18-54 year-old population residing in the LACCD service area was about 2.3 million in 1980 and consisted largely of foreign born persons or of persons of foreign descent.
2. In 1980, Latinos made up 31.9% of the total adult LACCD service area population while Blacks and Asians made up 14.5% and 7.5%, respectively.
3. By 1990 and continuing to the year 2000 close to half of all 18-54 year-old adults in the District's service area will be Asian or Latino.
4. Together, Latinos and Asians will make up 56.7% of the 18-19 year-old population, 53.6% of the 20-24 year old cohort, and 46.6% of the 25-34 age group by the year 2000.
5. Thirteen percent of the 18-54 year-old adults in the LACCD service area only speak a foreign language in their homes while over one-fifth communicate in both English and a foreign language. The majority of those who only speak a foreign language at home are Latino.
6. In actual numbers, there are some 410,315 adults in the 18-54 age group in the LACCD service area who only speak a foreign language at home.
7. Close to a million persons in the LACCD service area, ages 5-54, spoke both English and a foreign language in the home in 1980. If only ten percent of these people were limited-English speakers, this would represent an additional 100,000 potential LACCD ESL students by the 1993.
8. The racial/ethnic composition of the students in the LAUSD has radically changed in the last twenty years. In 1985 Latino children made up 55.2% of all students in levels K-12. In 1966, only 18.6% of the students were Latino. Statistically, Latinos replaced the Whites that left the LAUSD.
9. There are approximately 550,000 students in the LAUSD: Latinos, Asians and Pacific Islanders made up almost two-thirds of all students in 1985.

MAJOR FINDINGS (Cont'd)

B. Profile of LACCD Currently Enrolled ESL Students

1. Of the total number of LACCD currently enrolled students who responded to the Spring 1987 Student Survey, 41.2% identified themselves as foreign language natives; and, of these foreign language natives, 57.9% indicated that they needed help in English.
2. According to the Spring 1987 Student Survey results, 41.2% of the LACCD students are foreign language natives. In actual numbers, there must be some 39,392 foreign language natives in the District. And, if 57.9% of these need help in English, as they expressed in the survey, then there are some 22,808 potential ESL students districtwide.
3. During the Fall 1986 semester, 17,347 students out of the total of 102,533 districtwide declared that they were not U.S. citizens. This means that 16.9% of all the LACCD students are non-U.S. citizens. More importantly, 82.5% of them indicated that they were residing in the U.S. with permanent visa status.
4. About one-half of all the non-U.S. citizens in the LACCD are continuing students while one-third (5,029) are first-time college students.
5. All of the LACCD colleges offer ESL classes. While some of the LACCD colleges offer very few ESL courses, the number of non-U.S. citizens at each of the colleges is significant. However, almost one-third of all non-U.S. citizen students are at City College.
6. A little over half of the Fall 1986 non-U.S. citizen students indicated that their educational goal was to transfer to a four-year postsecondary institution. Another one-fifth indicated that they wanted to complete the Associate Degree in vocational or general education programs.

MAJOR FINDINGS (Cont'd)

C. Status of ESL Instructional Program

1. While City College represents 35% of the entire LACCD ESL program in terms of the number of sections, its actual size is larger when one considers the WSCH which it generates. City College generates 43% of the district's ESL student contact hours. City, East L.A. and Valley colleges together make up 73% of the contact hours districtwide.
2. Total enrollment in LACCD ESL classes during Fall 1986 was 7,694: this represents 7.5% of the entire student body for that semester.
3. Almost half (48%) of the LACCD students study ESL during the morning: 15% take afternoon and 37% take evening ESL classes.
4. Districtwide, 59% of the ESL classes are taught within the English departments while Speech and Developmental Communication classes each represent one-fifth of the entire program.
5. LACCD ESL classes have an 87% retention rate.
6. The district credit ESL program cost $832,233 and generated $2,423,135.7 in ADA: the $1,590,902.7 difference indicates that the program made 191.2% above cost, i.e., almost twice its cost.
7. Each college has a different ESL sequence. And, currently, there are 15 English, 6 Speech and 10 Developmental Communication courses designated as ESL. Courses are not necessarily equivalent at all LACCD colleges.
8. Over half the district's ESL courses are taught by hourly faculty: in Fall 1986, 47% of the 146 ESL instructors were contract and 53% were hourly faculty.

RECOMMENDATIONS

A. To Strengthen the ESL Instructional Program

1. Adopt an ESL discipline with its own districtwide taxonomy.
   a. Replace all current ESL English, ESL DC and ESL Speech classes with beginning intermediate and advanced ESL courses.
   b. Teach beginning ESL as an integrated skills intensive program.
   c. Offer intermediate and advanced level ESL courses as options in the curriculum described in the Remedial English Core Curriculum and the English Council Proposal.
   d. Set the ESL discipline teaching load as equivalent to that of Developmental Communications and English disciplines.
2. Develop new adjunct ESL curriculum as needed including vocational ESL courses, general education core curriculum, and immersion ESL programs for targeted populations, including the establishment of an American Language Institute.
3. Conduct further research on the following aspects of the ESL instructional program: pedagogical issues, language laboratories, instructional technology, including appropriate instructional television options. Also, conduct a study on the education, training and experience of the current ESL staff and recommend minimum standards for district employment policies.
4. Adopt waivers in the usual class size goals for colleges beginning new ESL programs that permit program growth for several years.

RECOMMENDATIONS(Cont'd)

B. <u>To Serve Currently Enrolled Students with ESL needs</u>

1. Adopt a matriculation model for ESL students to include, but not necessarily be limited to, the following components:
   a. The adoption of assessment instruments and placement procedures specific to ESL students.
   b. The availability of bilingual assistance during registration. Direct the Personnel Commission to conduct a study on the possibility of increasing the bilingual differential for classified staff.
   c. The tracking and evaluation of ESL students as they move into and through the content curriculum.
2. Review and evaluate college and district publications for current and potential students to insure their comprehensibility.
   a. Whenever possible, critical college documents and forms should be provided in other languages which significant numbers of students speak.
   b. Recruiting materials should reflect the fact that, as of the 1980 Census, nearly one-half million people living in the LACCD service area speak only a foreign language at home.
3. Design and conduct appropriate staff development activities for faculty, management and other staff on ESL issues. The purpose of such staff development is to share strategies which maximize the academic success of ESL students.
4. Establish a policy that college staff should be assigned in a manner that reflects the language needs of the community that the college serves. Whenever possible, bilingual staff should be placed in those offices where the most student contact occurs, such as Admissions, Counseling, Library, Learning Resource Center, etc. Classified and certificated positions requiring or desiring bilingual skills should have separate eligibility pools.

RECOMMENDATIONS(Cont'd)

C. <u>To Meet the ESL Needs in the LACCD Service Area</u>

1. Expand the ESL program according to the proportion of non-English speakers that have been identified in the LACCD service area.
2. Develop a plan at each college for ESL program expansion. The size of the program should reflect the number of ESL students currently enrolled as well as the number of the non-English speaking persons in each college's service area.
3. Review the delineation of functions agreement and the program articulation between the LAUSD and the LACCD and develop a plan to best meet the ESL needs in their shared service area.
4. Establish an LACCD ESL legislative committee to initiate and/or co-sponsor ESL legislation at both the state and federal levels.
5. Conduct further districtwide research to document the diverse language and educational characteristics and needs of non-English speakers in the service area.

What is English-as-a-Second Language?

In May of 1985, the staff of the Board of Governors of the California Community Colleges presented a report entitled *"English as a Second Language: Statement of Findings and Policy Recommendations."* "The report stated:

> "English as a Second Language (ESL) offerings, both credit and noncredit, have grown significantly over the past twenty years. With course enrollments of 114,000 during the 1983/84 academic year, ESL was probably second only to the English composition course requirement in numbers for all entering freshmen."

The rapid growth of ESL left critical issues still open for discussion:

> "Perceptions about the academic worth, scope and function of ESL range widely. At one end of the spectrum, there are ESL professionals who argue that ESL carries with it all the academic rigor involved in learning a foreign language. A second group argues that ESL is purely a remedial undertaking while yet a third does not perceive ESL as a legitimate college-level offering. What is clear is that ESL is an extremely complex instructional area. Its pedagogy, practical application and social implications are significantly intertwined and as such its definition has been difficult to articulate. For all these reasons, it is clear that a great need exists for the establishment of guidelines for understanding ESL as an instructional offering and can help administrators and policymakers make sound educational decisions about its future."

One set of guidelines which exist is the *English as a Second Language Recommendations Adopted by the Board of Governors of the California Community Colleges* (May 31, 1985).

Issue 1: *ESL is currently offered under at least nine different departments and classified under five separate TOP Codes.* **Recommendation 1**: Establish a uniform Taxonomy of Programs (TOP) Code classification for all ESL courses offerings.

Issue 2: *Given the recent mandates to develop stricter criteria for credit and noncredit offerings, confusion exists over the appropriate designation for ESL.* **Recommendation 2**:Complement Title 5 criteria for credit/noncredit offerings with additional operational criteria to help in the differentiation between credit and noncredit ESL.

Issue 3: *Of the 89 colleges which offer ESL, 57 offer ESL only for credit. In these areas of the state, noncredit offerings are the sole purview of the K-12 districts.* **Recommendation 3**: Provide alternative options for colleges with credit-only programs to enable them to serve all students.

Issue 4: *As many as 21 different assessment instruments are used statewide; therefore, placement decisions vary from college to college leading to problems concerning student transfers from college to college.* **Recommendation 4**: Facilitate more uniform practices through the establishment of an ESL committee to review and correlate various language assessment instruments; recommend assessment and placement procedures and act as a clearinghouse for research on language testing conducted by local districts.

Issue 5: *There are no uniform criteria for the various levels of ESL course offerings as such. Problems exist relating to ESL-level equivalencies from college to college.* **Recommendation 5**: Facilitate course content equivalencies for the beginning, intermediate and advanced ESL levels through statewide guidelines.

Issue 6: *The University of California and California State University also offer ESL. Intersegmental articulation concerns have arisen, particularly in regard to the ESL levels which are the equivalent of English Composition.* **Recommendation 6**: Designate a special committee to study issues related to the articulation of ESL programs and courses with four-year colleges and adult schools.

Issue 7: *Due to the reporting and classification problems with ESL, existing reporting vehicles are not being utilized consistently for ESL and a dearth of information exists.* **Recommendation 7**: Ensure that ESL data are gathered and reported annually by adapting existing reporting mechanisms.

Issue 8: *Because of their shared refugee or immigration experience, socio-economic status, cultural and academic backgrounds, ESL students require that their instructors possess specific skills unique to their language learning needs.* **Recommendation 8**: Develop Title 5 regulations to establish a separate ESL instructor's credential utilizing the guidelines included in this document; establish an ESL instructor inservice training program for existing staff to ensure teacher competency, and produce a report to examine the implications of implementing the credential requirement for new and existing staff."

The same Board of Governors report contained a section III which is helpful in defining English as a Second Language.

"It has long been recognized by ESL practitioners an other professionals involved in the teaching of language and language learning theory that one of the greatest problems faced by ESL as an instructional area is the inability of others to understand the scope, application and place of English as a Second Language instruction within the community colleges' curriculum. This confusion of ideology, while in part due to lack of constant and uniform

terminology, is also related to varying beliefs regarding the mission and functions of community colleges themselves.

There have been many studies concerning second language acquisition, learning theory, and cultural adaptation which have direct bearing on the formulation of a philosophical and educational definition for ESL language instruction. All these studies recognize that the acquisition of a foreign or second language, in a setting other than in the natural process which takes place without formal institutional intervention, requires academic rigor and an educational process which is anything but remedial or compensatory in nature.

Despite the understanding that learning a foreign language is an academically rigorous undertaking, another factor entered into the [Chancellor's] task force [on ESL] deliberations; namely, the socio-economic and socio-political characteristics of ESL students. It became clear that assessment of academic proficiencies was not sufficient to determine placement. Other factors unique to this population had to be considered including:

a. previous educational level
b. literacy in the student's own language
c. recency of the immigration experience
d. immigration status-refugee, permanent residence, student visa, etc.
e. economic status-many of these students are at poverty level and have few or no resources
f. employment status-the problem here is not just unemployment but lack of employment training, skills, and language ability
g. health status-both physical and mental. Some ESL students have undergone the refugee experience, coupled with other traumas including cultural shock.

It is clear, therefore, that while ESL as an academic area should not be categorized as remedial, ESL as an instructional continuum needs to be adapted to the needs of the students served. It is important to note that this adaptative [sic] approach is already used in other disciplines and is in fact advocated by proponents of individualized instruction. Nevertheless, in an attempt to reach concensus and define ESL within a philosophical and instructional context, task force members agreed on the following operational definition of ESL:

> *English as a Second Language (ESL) refers to the teaching of English to persons whose primary language is not English. ESL instruction is characterized by its particular adaptation to the unique needs and characteristics of its student population including acculturation, immigration experiences, previous educational background and educational goal.*

Given these criteria, ESL may be said to serve two basic purposes:

1. **Enabling** - ESL instruction here is tailored to meet individualized educational goals. Instruction here may be geared to help students succeed in a community college Freshman English class, to achieve a certificate in a vocational field, to prepare a student for immediate entry into the workplace, and to learn survival skills in a new county.

2. **Developmental** - The instruction provided here is designed to reinforce previous ESL instruction."

It is clear that ESL, like any other course offering in community colleges, must first meet the established criteria for credit and noncredit courses as mandated in Title 5, Section 55002. These criteria are central to college administration and determine the courses' eligibility for state apportionment. This section of Title 5 also charges college officials with the responsibility for determining

course content and for applying appropriate academic rigor, thereby establishing a course as credit and noncredit. It is in this specification of appropriate academic rigor where most disagreement exists. For this reason, additional criteria are offered as guidelines to supplement Title 5. At least one of the following guidelines may be used in conjunction with Title 5, to determine whether a particular ESL course should be offered as credit or noncredit:

1. **Use of a range of scores** - establishment of a range of score on a variety of ESL test s that can be used by districts for placement. For example, placement in a beginning credit ESL course could be based on the raw test scores such as the ones suggested under level V of the nine student proficiency levels descriptors (see Appendix E, Section 2, page E-3).

   While these assessment instruments may test different linguistic skills, all the scores relate to the same language proficiency level. A corresponding score on any similar standardized test could also be utilized for the same purpose.

2. **Course focus** - could be the second criteria utilized by districts in determining credit or noncredit ESL courses. For example, ESL classes with an academic focus (classes that teach academic skills needed for college and university work) would be assigned to the credit column, whereas ESL classes with a survival life skills focus would be assigned to the noncredit side.

The California Community Colleges Course Standards Handbook, sent to colleges in July 1987, contained a section entitled *Supplemental Criteria for the Classification of ESL Courses According to the New Course Standards.* In addition to repeating the recommendations of 1985, the handbook "recognized the need for supplemental criteria to Title 5 which would help faculty in the proper classification of ESL courses. The key points made in these recommendations still apply. Following is a restatement of the basic tenets

raised in those recommendations. The wording has been updated to coincide with the new proposed Title 5 course standards:

- Like any other instructional area, ESL is subject to the same criteria as specified in Title 5 of the Administrative Code. If credit and degree applicable, the course must meet the requirements of Title 5, 55002a (1-13) and 55805; if credit but not degree applicable, Section 55002b (1-7); if noncredit, 55002c (1-4) and Education Code Section 84711a (1-9).

- In order to facilitate the classification of ESL courses and because of the unique student characteristics applicable to ESL, additional factors should be considered which focus on: a) the use of placement test scores as prerequisites for entrance into a credit course, and b) the course focus -- is the course offered in support of, or as part of, an academic program - does the course transfer to a four-year college?

The following table helps to illustrate the various options under which ESL courses may be classified."

Classification of ESL Courses, Supplemental Criteria to Title V			
Minimal Criteria	Degree	Non-Degree	Noncredit
1. The course: prepares students for academic work	X	X	
2. Is a VESL course concurrently taken with credit vocational education	X	X	
3. Is a pre VESL course		X	X
4. Is equivalent to English 1A or is one below 1A	X		
5. Uses test scores as a prerequisite	X	X	X
6. Teaches survival skills only			X

INTRODUCTION

The Los Angeles Community College District service area has experienced significant changes in demographics during the last twenty years. The 18-54 year old population residing in the LACCD service area was about 2.3 million in 1980 and consisted largely of foreign born persons or of persons of foreign descent. While the white population has decreased tremendously, the Latino, Asian and Black communities have grown significantly. In 1980, Latinos made up 32.8% of the total adult LACCD service area population while Blacks and Asians made up 5.2% and 13.2%, respectively.

Also, the racial/ethnic composition of the students in the Los Angeles Unified School District has radically changed in the last two decades. In 1985 Latino children made up 55.2% of all students in levels K-12, while white students made up only 18.1% . In 1966, only 18.6 of the students were Latino while the white student population was 56.1%. Thus, statistically, Latinos replaced Whites in the LAUSD.

These changes in population are important for the LACCD in terms of English language needs. **By 1990 and continuing to the year 2000 close to half of all 18-54 year-old adults in the LACCD service area will be Asian or Latino.** Furthermore, 13.2% of the 18-54 (approximately 410,000) adults speak only a foreign language in their homes; in addition, over one-fifth (about 723,500) of the population communicates in both English and a foreign language. The majority (10.7%) of those who only speak a foreign language at home are Latino.

This document reviews the ESL needs of the LACCD service area in terms of these demographic changes with the data available to date. It also considers current LACCD enrollment changes as well as the ESL instructional program's response to these changes.

In addressing the ESL needs of the LACCD service area, this document poses and answers the following research questions:

I. What are the ESL needs of the LACCD service area?
II. What are the English language needs of current LACCD students?
III. Who are the current LACCD students who have English language needs?
IV. How is the ESL program currently organized districtwide?
V. How many ESL classes are offered districtwide?
VI. What are the enrollment patterns in ESL classes?
VII. How successful are ESL classes?

RESEARCH FINDINGS

What Are the ESL Needs of the LACCD Service Area?

A. Data Source

The LACCD has data for its service area provided by the Southern California Association of Governments (SCAG) and by the Los Angeles Unified School District (LAUSD). The SCAG data base offers statistics about the LACCD service area based on the 1980 Census. The SCAG data are available by zipcode and is aggregated by each of the nine LACCD college service areas. The statistics and projections generated from this data base are utilized by various official entities such as the Department of Finance. Nevertheless, it should be kept in mind that census data are always subject to undercounting due to several factors: for example, undocumented immigrants fearful of deportation may not be reported as well as persons who are just plain missed in the census countings.

The LAUSD data consist solely of the racial/ethnic breakdown of its students from 1966 to 1985. They show the radical change in race/ethnicity in the last twenty years. As with census data, these statistics are also imprecise: students may be absent from school on school census day and, since ethnic classification is determined by the classroom teacher, errors in judgment may occur as to the correct race/ethnicity of the students.

U.S. Census and Los Angeles Unified School District (LAUSD) data provide information on the number of persons who may have ESL needs. There are two 1980 Census items of particular interest for the ESL Institute in the SCAG data: race/ethnicity and English vs. foreign language usage in the home of the respondents. As mentioned earlier, this information has been aggregated by each of the nine LACCD college service areas and for the entire district. The LAUSD data consist solely of the racial/ethnic makeup of the student body.

The Census language question is critical for determining English language needs throughout the LACCD service area. Although the questionnaire does not measure English language ability level, it does provide a general idea of English

language need. However, the manner in which the question was asked should be kept in mind: the person was to indicate the language spoken in the home. There are some problems in interpreting the responses to this question. For example, the person who speaks a foreign language at home may or may not have a command of English.

Foreign natives who read, write and speak English well may enjoy speaking their native tongue at home or may not live with English language speakers. Others may switch language usage from one conversation to another and within a conversation. Nevertheless, the foreign language native who speaks only Spanish (or another foreign language) at home does not get English language practice and reinforcement. The following assumptions should be kept in mind about persons who use only a foreign language at home:

1. they are not receiving enough English language experience
2. they may speak English well yet feel most at home in their native tongue.
3. they may do so because others in their home do not speak English well (to the point that they do not feel comfortable).

However, for purposes of this report on the 1980 Census language usage in the home question, an assumption is made: that persons who indicate that they speak only a foreign language in the home are generally those who would need ESL instruction.

B. Research Findings

1. The Size of the LACCD Service Area Population

The SCAG data show that the LACCD is racially/ethnically representative of the larger Los Angeles community. The 18-54 year-old population residing in the LACCD service area was about 2.3 million in 1980 and consisted largely of foreign born persons or of persons of foreign descent (Table 1). While the white population has decreased tremendously, the Latino, Asian and Black communities have grown significantly. In 1980, Latinos made up 31.9% of the total adult LACCD service area population while Blacks and Asians made up 14.5% and 7.5%, respectively.

Table 1

LACCD Service Area 18-54 Year-Old Population by Racial/Ethnic Group, 1980

Asian	172,405	7.5
Black	333,084	14.5
Latino	730,859	31.9
White	1,029,719	44.9
Other	26,576	1.2
	2,292,820	100.0

According to the SCAG population projections, the racial composition of 18-54 year olds in the LACCD service area will be about the same by 1990 and by the end of the Century (see Table 3). One exception is a 5% shift in representation: the white group will make up 41% of the population in the year 2000 while it makes up 45% of the people in 1980; Latinos will represent 36% of the people in 2000 as compared to 32% in 1980.

Table 2

LACCD Service Area Population Projections for 18-54 Age Group by Racial/Ethnic Group (number)
(SCAG 1980 U.S. Census Projections)

	1980	1990	2000
Asian	172,405	190,093	194,239
Black	333,084	360,628	361,420
Latino	730,859	828,854	928,288
White	1,029,719	1,087,490	1,048,591
Other	26,576	29,553	31,070
	2,292,820	2,496,618	2,563,608

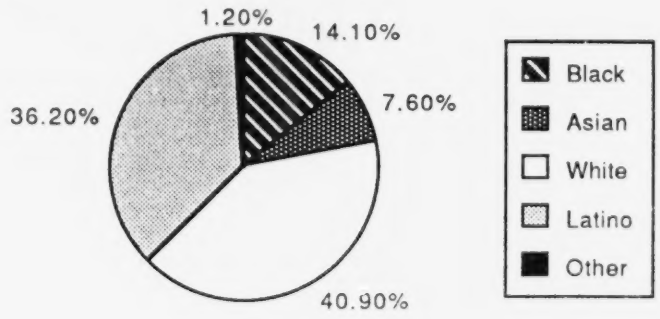
Table 3

LACCD Service Area Population Projections for 18-54 Age Group by Racial/Ethnic Group (percent representation)
(SCAG 1980 U.S. Census Projections)

	1980	1990	2000
Asian	7.5	7.6	7.6
Black	14.5	14.4	14.1
Latino	31.9	33.2	36.2
White	44.9	43.6	40.9
Other	1.2	1.2	1.2

Graph 1

Projected LACCD Service Area Population for 18-54 Age Group for Year 2000



The (proportional) racial/ethnic composition will remain about the same for 18-54 adults despite large growth within the individual racial/ethnic groups. For example, although the Asian group is expected to grow by 25.1% during the 1980-2000 year period (see Table 4), its percentage representation in Table 3 in 2000 remains almost equal to that of 1980 because the other groups also are expected to grow. Latinos will also experience a within-group growth in numbers of 36.0%. **Thus, the Latino group will grow in number by over one-third by the end of the Century: from 508,865 to 692,100 counting only live-births over deaths** (please refer to Appendix A for 1980 Census population numbers as well as the projected numerical population for 1990 and 2000). **The Latino group will actually be larger due to intense immigration from Central America beginning after the 1980 Census.** Table 4 is a population growth summary table for the 18-54 age group: it provides the percentage growth in members for each racial/ethnic group for the entire district for the 1980-1990, the 1990-2000, and the 1980-2000 ten-year periods.

Table 4

LACCD Service Area Population Within Group Projected Growth for 18-54 Adults, by Race/Ethnicity 1980-2000
(SCAG Projections of 1980 U.S. Census Data)

	1980-1990	1990-2000	1980-2000
Asian	20.7	3.7	25.1
Black	16.9	3.6	21.1
Latino	24.6	9.1	36.0
White	14.0	-1.9	11.8
Other	21.9	5.9	29.2
Total	18.2	2.9	21.6

Racial/ethnic differences are also described by each college service area in Tables 5, 6, and 7 below. These tables show the population trends from 1980 to 2000 for the 18-54 age group. They indicate the proportional representation for each racial/ethnic group.

Table 5

LACCD Service Area Population for 18-54 Age Group, by College and Racial/Ethnic Group, 1980
(SCAG 1980 U.S. Census Data)

	Asian	Black	Latino	White	Other
City	13.2	5.2	32.8	46.5	2.3
East	8.1	1.0	68.6	21.5	0.8
Harbor	9.8	10.9	24.6	53.7	1.0
Mission	4.1	6.0	30.6	58.5	0.9
Pierce	4.2	1.5	9.7	83.7	0.9
Southwest	6.1	64.7	20.0	8.6	0.6
Trade-Tech	8.4	36.0	45.3	9.2	1.1
Valley	4.1	2.0	18.5	74.2	1.2
West	6.5	20.8	13.0	58.4	1.3

Table 6

LACCD Service Area (Projected) Population for 18-54 Age Group by College and Racial/Ethnic Group, 1990
(SCAG Projections of 1980 U.S. Census Data)

	Asian	Black	Latino	White	Other
City	13.8	5.1	35.5	43.2	2.4
East	8.2	0.9	70.9	19.2	0.8
Harbor	9.9	11.5	25.2	52.4	1.0
Mission	4.1	6.4	32.9	55.6	0.9
Pierce	4.3	1.5	10.5	82.7	0.9
Southwest	5.8	65.5	20.7	7.4	0.5
Trade-Tech	8.2	35.9	47.7	7.2	1.0
Valley	4.4	2.1	20.7	71.6	1.3
West	6.5	21.3	15.2	55.6	1.3

Table 7

LACCD Service Area (Projected) Population for 18-54 Age Group by College and Racial/Ethnic Group, 2000
(SCAG Projections of 1980 U.S. Census Data)

	Asian	Black	Latino	White	Other
City	14	4.9	39.0	39.6	2.5
East	7.8	0.9	74.2	16.3	0.8
Harbor	10.1	11.8	28.2	48.8	1.0
Mission	4.3	6.4	36.1	52.4	0.9
Pierce	4.7	1.7	12.1	80.4	1.0
Southwest	5.5	64.0	23.5	6.4	0.5
Trade-Tech	7.6	33.3	52.7	5.5	0.9
Valley	4.6	2.3	24.2	67.6	1.3
West	6.6	21.2	17.7	53.0	1.4

Table 8 shows the within-group growth during the period from 1980 to 2000 for three major age groups by college service area. Table 8 provides population growth information for the LACCD college service area for the 18-24, the 25-34, and 35-54 age groups as well as for the entire 18-54 adult population. Table 8 indicates that the major growth will be in the older 35-54 age group. Thus, by the end of the century, the population will be older: i.e., birthrates will slow down overall and the 35-54 age group will be the largest.

However, only the Latino group will grow in the younger groups between the ages of 18-34; all other racial/ethnic groups will experience a population decline. Districtwide, the 35-54 age group will grow almost 50% by the year 2000. The largest within-group growth will be, again, among Latinos: from 932,813 to 1,396,556 (see Appendix A), representing a 72.8% increase in 20 years.[1]

[1]According to a Los Angeles County Office of Education publication, "*Characteristics of Los Angeles County Population and Schools*" (January 1987), Hispanics accounted for 70% of the total net natural increase during the first half of the 1980's decade. During the same time period, Blacks grew by 15.4%, Asians by 10.0%, non-Hispanic Whites by 0.4%, and all others by 4.2%.

Table 8

Projected Population Growth Between 1980-2000 for LACCD Service Area for 18-54 Age Group, by Racial/Ethnic Group
(SCAG Projections of 1980 U.S. Census Data)

	18-24	25-34	35-54	Total
Asian	-23.0	-9.3	55.4	12.7
Black	-25.4	-13.2	49.3	8.4
Latino	6.4	0.7	72.8	27.0
White	-34.3	-23.1	36.6	1.8
Other	-18.6	-5.7	61.4	16.9
Total	-16.5	-12.4	49.7	11.8

2. Population Growth by College Service Areas.

As indicated in Tables 5, 6 and 7, the proportional representation of the different racial/ethnic groups for 1980, 1990 and 2000 does not change significantly. However, Table 8 does indicate that growth in numbers does occur significantly across the district. The projected number of people within each college service area is important when planning programs for a potential student body in the not too far away future. These findings are presented below in Tables 9 through 17.

Table 9

Projected Population Growth Between 1980-2000 for L.A. City College Service Area for 18-54 Age Group, by Racial/Ethnic Group
(SCAG Projections of 1980 U.S. Census Data)

1980-2000	18-24	25-34	35-54	Total
Asian	-26.1	0.9	76.2	19.9
Black	-32.5	-12.0	50.7	8.7
Latino	7.7	8.4	88.0	34.7
White	-42.8	-24.3	31.6	-3.3
Other	-20.9	3.5	81.9	24.8
Total	-19.0	-8.8	54.8	13.5

Table 10

Projected Population Growth Between 1980-2000 for East L.A. College Service Area for 18-54 Age Group, by Racial/Ethnic Group
(SCAG Projections of 1980 U.S. Census Data)

	18-24	25-34	35-54	Total
Asian	-27.0	-18.9	40.1	3.3
Black	-18.7	-20.7	33.5	1.0
Latino	-0.7	-10.2	53.9	15.4
White	-45.3	-40.9	9.5	-18.9
Other	-27.3	-20.3	37.5	1.4
Total	-10.5	-17.4	40.9	6.8

Table 11

Projected Population Growth Between 1980-2000 for L.A. Harbor College Service Area for 18-54 Age Group, by Racial/Ethnic Group
(SCAG Projections of 1980 U.S. Census Data)

	18-24	25-34	35-54	Total
Asian	-17.7	-18.6	47.3	11.1
Black	-26.0	-9.4	62.0	16.8
Latino	1.1	-5.2	68.3	23.7
White	-32.8	-31.7	25.8	-2.0
Other	-18.8	-20.1	44.7	9.0
Total	-20.0	-20.3	39.9	7.7

Table 12

Projected Population Growth Between 1980-2000 for L.A. Mission College Service Area for 18-54 Age Group, by Racial/Ethnic Group
(SCAG Projections of 1980 U.S. Census Data)

	18-24	25-34	35-54	Total
Asian	-8.6	-9.7	54.9	17.9
Black	-24.7	-3.1	73.6	19.7
Latino	14.5	2.1	77.5	33.5
White	-31.0	-23.5	33.5	1.2
Other	-7.5	-9.6	54.9	18.4
Total	-13.4	-13.2	48.2	13.1

Table 13

Projected Population Growth Between 1980-2000 for L.A. Pierce College Service Area for 18-54 Age Group, by Racial/Ethnic Group
(SCAG Projections of 1980 U.S. Census Data)

	18-24	25-34	35-54	Total
Asian	14.2	13.7	92.3	47.3
Black	5.2	14.8	100.4	47.5
Latino	34.4	28.0	117.7	63.0
White	-23.3	-4.2	67.5	25.1
Other	14.6	14.0	93.8	48.2
Total	-13.8	0.5	73.1	30.3

Table 14

Projected Population Growth Between 1980-2000 for L.A. Southwest College Service Area for 18-54 Age Group, by Racial/Ethnic Group
(SCAG Projections of 1980 U.S. Census Data)

	18-24	25-34	35-54	Total
Asian	-30.6	-26.2	28.2	-2.0
Black	-21.1	-16.5	45.2	7.1
Latino	29.1	-6.9	57.2	27.5
White	-31.4	-46.1	0.6	-19.4
Other	-19.4	-31.6	19.4	-5.2
Total	-11.0	-17.6	41.2	8.2

Table 15

Projected Population Growth Between 1980-2000 for L.A. Trade-Technical College Service Area for 18-54 Age Group, by Racial/Ethnic Group
(SCAG Projections of 1980 U.S. Census Data)

	18-24	25-34	35-54	Total
Asian	-39.5	-22.0	34.0	-5.5
Black	-34.2	-21.8	36.2	-2.8
Latino	3.9	-1.4	71.1	22.2
White	-57.0	-62.4	-10.7	-37.7
Other	-42.1	-28.2	25.8	-11.6
Total	-16.5	-16.0	43.8	5.0

Table 16

Projected Population Growth Between 1980-2000 for L.A. Valley College Service Area for 18-54 Age Group, by Racial/Ethnic Group
(SCAG Projections of 1980 U.S. Census Data)

	18-24	25-34	35-54	Total
Asian	-19.2	1.0	77.5	22.4
Black	-1.1	-4.0	61.9	20.9
Latino	13.9	12.1	97.9	40.2
White	-39.2	-23.7	33.4	-2.1
Other	-16.8	1.9	79.6	24.1
Total	-24.7	-14.8	45.3	7.5

Table 17

Projected Population Growth Between 1980-2000 for West L.A. College Service Area for 18-54 Age Group, by Racial/Ethnic Group
(SCAG Projections of 1980 U.S. Census Data)

1980-2000	18-24	25-34	35-54	Total
Asian	-18.6	-2.9	62.1	18.4
Black	-23.4	-1.7	62.6	18.8
Latino	11.6	32.9	134.1	58.2
White	-31.0	-18.5	42.7	5.6
Other	-13.7	-0.6	66.0	21.7
Total	-21.6	-6.0	57.2	16.3

3. Language Spoken in the Home

The changes in population discussed above are important for the LACCD in terms of English language course needs, since **by 1990 and continuing to the year 2000, close to half of all adults 18 years of age and older in the District's service area will be Asian or Latino.** These groups represent large population pools of potential ESL students.

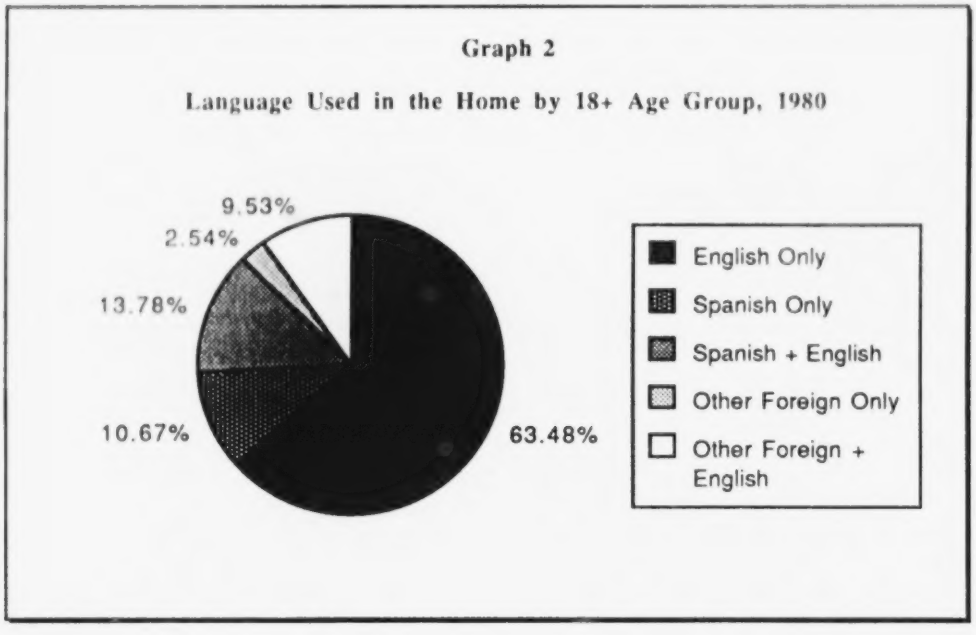
The 1980 Census data also indicates that 13.2% of the 18+ age group speaks only a foreign language in their homes while over one-fifth communicate in both English and a foreign language (see Table 18). The majority of those who only speak a foreign language at home are Latino.

Table 18

English Language Usage in LACCD Service Area Homes
(SCAG 1980 U.S. Census Data)

	5-17 Yrs	18+ Yrs	Total
English only*	472,680	1,970,886	2,443,566
	56.5%	63.5%	62.0%
Spanish only	90,865	331,420	422,285
	10.9	10.7	10.7
Spanish+English	209,324	427,842	637,166
	25.0	13.8	16.2
All Foreign* Languages only	102,914	410,315	513,229
	12.3	13.2	13.0
All Foreign* Languages+English	261,541	723,661	985,202
	31.2	23.3	25.0
Total	837,135	3,104,862	3,941,997

*Categories with asterisk sum to 100%. The "Spanish only" and "Spanish+English" categories are included in the "All Foreign Languages" groups.



In actual numbers, there are some 410,315 adults in the 18+ age group in the LACCD service area who speak only a foreign language at home (see Table 18). Although not all would be interested in attending college for a degree program, there may be many who would attend ESL classes. In addition, the 102,914 who were 5-17 years of age in 1980 are now 12-24 and will be in the 18-30 year-old age group by 1993. Many of these are potentially ESL students.

According to the 1980 Census, just over one-half million persons in the LACCD service area, above the age of 5, spoke only a foreign language at home, while close to a million spoke both English and a foreign language in the home (see Table 18). If only ten percent of the latter were limited-English speakers, this would represent an additional 100,000 potential LACCD ESL students by the 1993.

Table 19 below provides the number of persons that may have ESL needs for each of the nine college service areas. The numbers, which include only 18+ year-old adults, are great and should be taken into consideration when planning an ESL program. Table 20 indicates the percentage that the numbers in Table 19 represent for the the entire 18+ year old population group for each college area. Note in Table 20 that 25% of the entire adult population in the East L.A. College service area speak only a foreign language at home and that another 40% speak both a foreign

language and English at home. L.A. Valley College's service area is second with the greatest percentage of (at home) monolinguals (25.6%); another 17.4% of the adults there speak both a foreign language and English at home. Seventeen out of every 100 L.A. City College service area adults speak only a foreign language at home, while 31.1% speaks both a foreign language and English.

The percentages for the other college service areas are below 10%; this, however, should not detract the reader from the critical (number) masses which exist in those areas as reflected in Table 19 above. For example, many persons would assume that L.A. Pierce College does not need a full ESL program; as a matter of record, its ESL program represented only 0.7% of the entire Fall 1986 college WSCH.[1] However, 3.2% (11,381) of the adults in the Pierce College service spoke only a foreign language and another 13.1% (46,672) spoke both a foreign language and English.[2] As you will see later in Table 28, there were 2,103 non-U.S. citizens at Pierce College in Fall 1986: this represents 12.1% of all non-U.S. citizens in the district.

For greater detail, please refer to Appendix A for individual college area language usage statistics.

---

[1]Total WSCH (170,093) for Pierce College as reported in Educational Planning Report F-1.86-A, *Fall WSCH Trends and Staffing Patterns*, June 19, 1987. Fall 1986 ESL WSCH for Pierce College was 1,254.

[2]As noted earlier in the report, it is assumed that not all of these persons may study ESL at the college level; some of these persons may obtain English language skills in adult public schools or private language institutes.

Table 19

Number of 18+ Year-Old Adults in LACCD Service Area Who Speak Partly or Only a Foreign Language at Home by College, 1980

College	Spanish Only	Spanish+ English	Total Foreign Language Only	Total Foreign Language+ English
City	47,208	64,006	77,286	140,315
East	118,948	167,376	133,465	206,215
Harbor	16,073	29,972	20,832	58,421
Mission	19,199	31,729	21,414	45,006
Pierce	6,175	13,301	9,634	37,771
S.West	20,779	19,733	23,196	28,856
Trade	71,635	45,589	81,638	68,469
Valley	17,828	27,968	23,114	61,817
West	13,575	28,168	19,736	76,971
District	331,420	427,842	410,315	723,661

Table 20

Percent of 18+ Year-Old Adults in LACCD Service Area Who Speak Partly or Only a Foreign Language at Home by College, 1980

College	Spanish Only	Spanish+ English	Total Foreign Language Only	Total Foreign Language+ English
City	10.5	14.2	17.1	31.1
East	22.8	32.1	25.6	39.5
Harbor	6.2	11.6	8.1	22.6
Mission	8.9	14.7	9.9	20.9
Pierce	2.2	4.7	3.4	13.2
S.West	8.9	8.4	9.9	12.3
Trade	22.2	14.1	25.3	21.2
Valley	5.0	7.9	6.5	17.4
West	3.0	6.2	4.3	16.8
District	10.7	13.8	13.2	23.3

4. Population Trends for Younger Cohorts in LACCD Service Area.

Past LACCD enrollment reports have shown that the mean age of district students is about 24 years while the median age is about 27 years. There are significant percentage differences between the 18 - 54 age group and the younger age cohorts. Table 21 below indicates that there are fewer Whites and and more Latinos among the 25-34 year-old group. Almost 4 out of every 10 residents in the 25-34 year-old group in the LACCD service area population will be Latino by the year 2000.

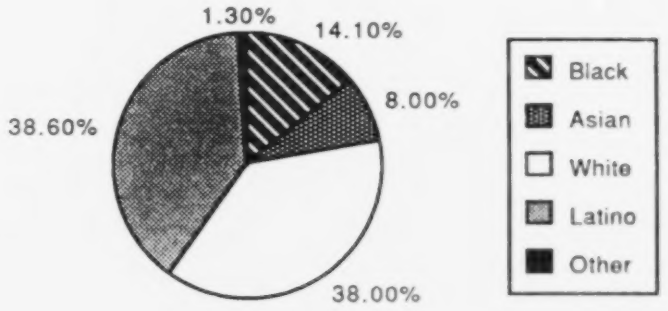
Table 21

LACCD Service Area Population Projections for 25-34 Age Group by Racial/Ethnic Group
(SCAG 1980 U.S. Census Projections)

	1980	1990	2000
Asian	7.7	7.9	8.0
Black	14.2	14.1	14.1
Latino	33.6	35.8	38.6
White	43.3	41.0	38.0
Other	1.2	1.3	1.3

Graph 3

Projected LACCD Service Area Population for 25-34 Age Group for Year 2000



The size of the Latino group becomes even larger as we analyze the younger adult cohorts. Since the younger groups are most likely to be represented in the LACCD student body for several years to come, it is important to look at their projected growth. About 47% of the 20-24 age group and half of the 18-19 year-old cohort will be Latino by the year 2000 (see Tables 22 and 23). Again, the Latino and Asian groups will provide the majority of the students who have ESL needs. **Together, Latinos and Asians will make up 56.7% of the 18-19 year-old population, 53.6% of the 20-24 year-old cohort, and 46.6% of the 25-34 year old adults by the year 2000.**

Table 22

LACCD Service Area Population Projections for 20-24 Age Group by Racial/Ethnic Group
(SCAG 1980 U.S. Census Projections)

	1980	1990	2000
Asian	7.7%	7.6%	7.2
Black	15.1	15.9	13.7
Latino	37.7	39.7	47.4
White	38.4	35.6	30.5
Other	1.2	1.2	1.2

Graph 4

Projected LACCD Service Area Population for 20-24 Age Group for Year 2000

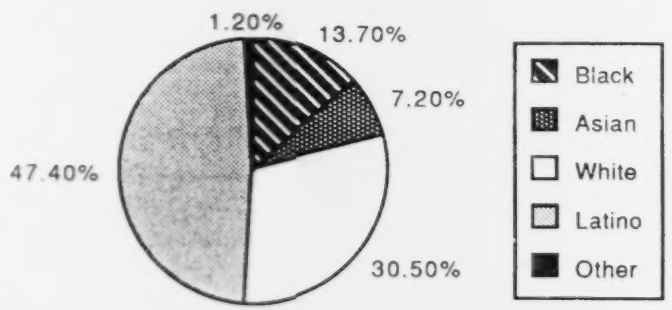


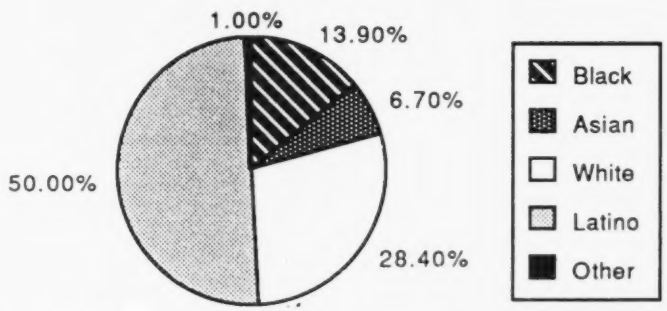
Table 23

LACCD Service Area Population Projections for 18-19 Age Group by Racial/Ethnic Group
(SCAG 1980 U.S. Census Projections)

	1980	1990	2000
Asian	7.3	7.1	6.7
Black	16.5	16.3	13.9
Latino	38.2	42.6	50.0
White	36.9	32.8	28.4
Other	1.1	1.1	1.0

Graph 5

Projected LACCD Service Area Population for 18-19 Age Group for Year 2000



5. Enrollment trends in the LAUSD

The racial/ethnic composition of the students in the LAUSD has radically changed in the last twenty years. In 1985 Latino children made up 55.2% of all students in levels K-12. In 1966, only 18.6% of the students were Latino. The White student population was 56.1% of the entire student body in 1966, but only made up 18.1% in 1985. Statistically, Latinos replaced the Whites that left the LAUSD. As Table 24 below shows, White students made up 56.1% of the students in the LAUSD in 1966 but only were 18.1% in 1985. Thus, there was a total reversal in representation between Whites and Latinos during the twenty-year period.

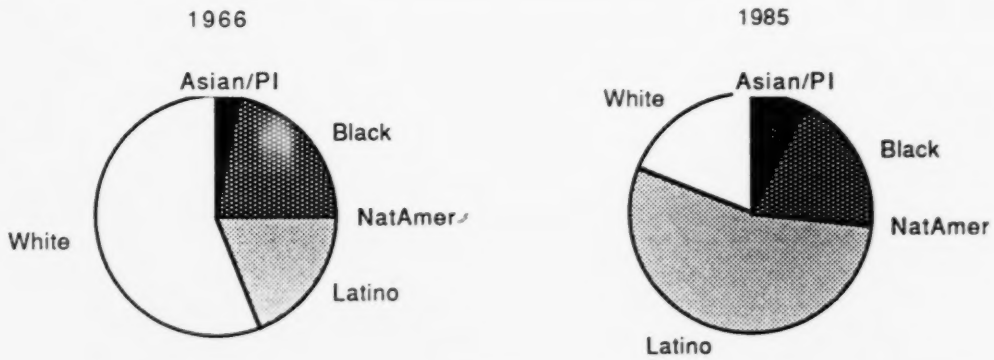
Table 24

LAUSD Racial/Ethnic Student Composition in K-12, 1966-85

	1966	1975	1985
Native American	760	2,823	1,266
	0.1	0.5	0.2
Asian/Pacific	24,135	30,758	43,514
Islander	3.8	5.1	7.9
Black	133,976	146,525	102,500
	21.4	24.5	18.6
Latino	116,531	177,552	303,511
	18.6	29.7	55.2
White	351,817	240,787	99,502
	56.1	40.2	18.1
Total	627,219	598,926	550,293

Graph 6

LAUSD Racial/Ethnic Student Composition, 1966 vs. 1985



Together, Latinos, Asians and Pacific Islanders made up almost two-thirds of all students in the LAUSD in 1985. During the twenty-year period which began in 1966, the Latino student body grew by 160.5% while the Asian/Pacific Islander group increased by 80.3%; the white student population decreased by 71.7%. The major growth in the Latino population was during the 1975-1985 period, with most of the increase occurring from 1975 to 1980.

If LAUSD K-12 statistics are any indication of overall population trends, then the increase for Latinos cannot be placed on the immigration due to the wars in Central America which began after 1980. Although Census studies look at birth and death rates, they do not reflect special immigrations such as the latest from El Salvador and Nicaragua. This is an important note in that population folklore has it that the growth in the Latino ethnic group is largely to recent immigration.

The LAUSD presently enrolls over half-a-million students in schools within the LACCD service area. Since most of the students in higher education are generally found in community colleges, one would expect that many LAUSD feeder school students may attend LACCD colleges. The 500,00 LAUSD students in addition to the 2.3 million adults (ages 18-54) make up a large potential pool for the LACCD.

What Are the English Language Needs of Current LACCD Students?

A. Data Source

LACCD data sources provide some information regarding ESL students. The LACCD Spring 1987 Student Survey offers opinions on district English language programs and the LACCD student data base provides basic background information on students for each semester. The latter is generated from information on the college application as well as from supplemental registration forms: this is the information reported for census.

The results of the Spring 1987 Student Survey provide additional insight on ESL or potential ESL students. A summary of student opinions toward English language support services is available as a result of this survey. The 14,437 students who returned completed surveys during the Spring 1987 semester are representative of the total district student body. The racial/ethnic composition of the respondents closely resembles that of the actual LACCD student body in Spring 1987. The data was weighted to FTE (students).

The ESL needs of current students are addressed in the student survey which asked "*Which of the following services would most help you to understand the English in your classes*? The responses to this question were cross-referenced to the questionnaire item concerning their native language: *"What is your native language?"*

Some of the tables in this section of the report were generated from a subsample of the respondents to the Spring 1987 survey. The sample selected consisted only of those respondents who indicated that English was not their native language.

B. Survey Results

Of the total students who responded to the Spring 1987 Student Survey, 41.6% identified themselves as foreign language native speakers; and, of these foreign language natives, 57.7% indicated that they needed help in English. These percentages take on more meaning when one reflects on the number of students represented in the survey: the entire student

body during the Spring 1987 semester was 95,612. If, according to the survey results, 41.6% of the LACCD students are foreign language natives, then it could be expected to find some 42,654 of them throughout the District. And, if 57.7% of these need help in English, as the expressed in the survey, then there must be some 24,609 potential ESL students districtwide (see Table 25).

One caveat is that the English language service needs categories provided to the students on the student survey are general. At first glance, it is not clear if the students have a definite idea of each category definition. While most students may be aware of the nature of ESL courses, they may not know that English language development courses are remedial. They may also not be fully informed on the services offered at the Learning Skills Center. Nonetheless, the responses indicate that the students have recognized a weakness in English; they are informing the colleges that they need help in English. The responses offer a general picture of the services which students would like to use to improve their English. This information is important for course planning for both the ESL and English departments.

Table 25

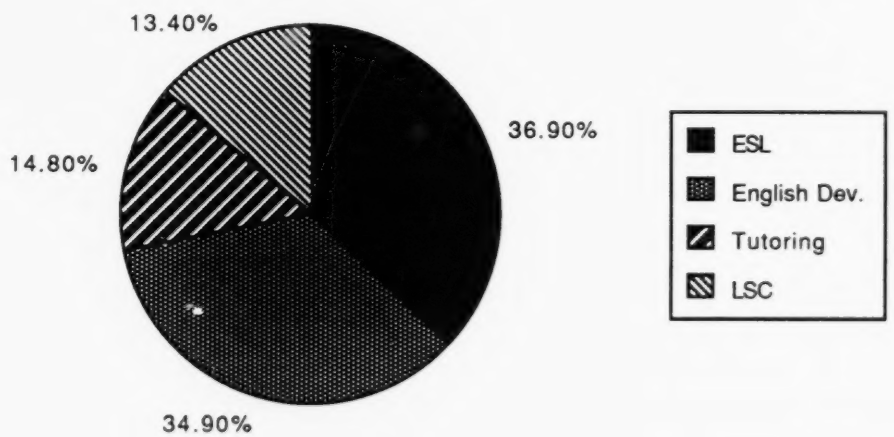
Service That Would Most Help Foreign Language Native Speakers Understand English in LACCD College Classes
(Spring 1987 LACCD Student Survey)

	Need help in English	ESL	English Development Courses	Tutoring	Learning Skills Center
Survey Respondents	100.0%[a]	36.9%	34.9%	14.8%	13.4%
LACCD Students[b]	24,609[c]	9,081	8,588	3,642	3,298

[a]3,465 of the survey respondents indicated that they were foreign language native speakers and that they needed help in English.
[b]LACCD students represented by the survey respondents.
[c]This figure is obtained by, first, dividing 3,465 by the total number of survey respondents (14,437)-it provides the ratio of those who declared that they are foreign language native speakers and that they needed help in English to total survey population; and, secondly, multiplying this ratio by total LACCD enrollment (102,533) for Fall 1986.

Graph 7

Service That Would Most Help Foreign Language Native Speakers Understand English in LACCD college classes



Who Are the LACCD Students Who Have English Language Needs?

A. Data Source

The LACCD student data base provides student characteristics. An analysis was conducted on the student data tape for Fall 1986 in order to obtain a general idea of the potential ESL student pool districtwide. All Fall 1986 LACCD students who were not U.S. citizens were selected for the analysis, though obviously some citizens may, in fact, be ESL students and in no way should it be concluded that ESL students and non-U.S. citizens are synonymous. An example of this will be seen below in Table 28. In Fall 1986, there were more students enrolled in ESL classes than there were non-U.S. citizens at L.A. Southwest College. Obviously, some of the ESL students are U.S. citizens.

Also, the Spring 1987 Student Survey asked a variety of questions regarding the background of the students as well as reasons for attending college. In addition, the students were asked to indicate their native language. The detailed information may be valuable for demonstrating English language needs by potential ESL students.

B. Major Findings

During the Fall 1986 semester, 17,347 students out of the total of 102,533 districtwide declared that they were not U.S. citizens. This means that 16.9% of the all LACCD students are non-U.S. citizens. More importantly, 82.5% of them indicated that they were residing in the U.S. with permanent visa status. Only 7.4% of these were F-1 visas (foreign exchange) students. Many F-1 visa students do not have ESL needs given that acceptance into the F-1 visa program requires a minimum score of 500 on the Test of English as a Foreign Language (TOEFL).

Although data are not available on the English language background of permanent visa students, one can safely assume that experience will vary from none to very proficient. One would expect a substantial number of these permanent visa students to have English language needs.

The majority of the non-U.S. citizens are freshmen (unit-wise) while only 14.2% are sophomores. Almost 10% of these students have already completed an Associate or Bachelor's Degree. Together with these college graduates, college

juniors and seniors make up one-fifth of the LACCD non-U.S. citizens (see Table 26).

Table 26

Enrollment Status of Non-U.S Citizen LACCD Students
First Census, Fall 1986[a]

High School Student	6.1
Freshman	62.1
Sophomore	14.2
Has Associate Degree	9.2
Junior/Senior	3.2
Has Bachelor's Degree	5.1
	100.0

[a]Percentages are based on the 16,535 students who provided their current enrollment status

About one-half of all the non-U.S. citizens are continuing students while one-third (5,029) are first-time college students (see Table 27). The latter may represent the main pool of LACCD students with English language needs. Although second-year freshmen also may have English language problems.

One-third of the non-U.S. citizen students did not respond to the educational goal question. Of the 11,521 who responded to this question, a few more than half indicated that their educational goal was to transfer to a four-year postsecondary institution. Another one-fifth indicated that they wanted to complete the Associate Degree in vocational or general education programs. Almost 20% of the non-U.S. citizens were enrolled without any credential in mind. They were taking courses to obtain job skills as shown on the Table 27 below:

Table 27

Educational Goal of Non-U.S. Citizen LACCD Students
First Census, Fall 1986[a]

Transfer, no Associate Degree	15.2
Associate Degree & Transfer	36.2
Associate Vocational Degree	12.0
Associate General Ed. Degree	7.5
Obtain certificate	9.5
Obtain job skills	19.7
	100.0

[a]Percentages are based on 11,520 out of the 17,347 non-U.S. citizens who provided their educational goal.

While some of the LACCD colleges offer very few ESL courses, the number of non-U.S. citizens at each of the colleges is significant. Almost one-third of all non-U.S. citizen students are at City College and significant numbers are found at East, Pierce, Trade, and Valley colleges. A total 17,347 non-U.S. citizens enrolled in LACCD colleges during Fall 1986 (see Table 28 below). During the same semester, 7,694 students enrolled in ESL courses. Thus, less than half (about 44%) of the non-U.S. citizens were served in ESL classes in Fall 1986. Of course, there may have been non-U.S. citizens who have been in the U.S. for long period of time and have mastered the English language. Therefore, one cannot conclude from these numbers that there could have been twice the number of students in ESL classes in Fall 1986. On the other hand, one could also find U.S. citizens who are foreign language native speakers and who may also have ESL needs. In order to obtain a firmer numerical estimate on possible ESL students, it is necessary to look at other statistics.

Table 28

Enrollment of Non-U.S. Citizens In LACCD Colleges, Fall 1986
(First Census)

College	Total Enrollment	Number Non-U.S. at College	Percent Non-U.S. at College	Percent of All Non-U.S. Citizens in LACCD
City	14,858	4,683	31.5	27.0
East	12,279	2,775	22.6	16.0
Harbor	8,548	757	8.9	4.4
Mission	4,926	817	16.6	4.7
Pierce	18,513	2,103	11.4	12.1
Southwest	4,252	182	4.3	1.0
Trade	12,414	2,792	22.5	16.1
Valley	18,190	2,517	13.8	14.5
West	8,553	721	8.4	4.2
District	102,533	17,347	16.9	16.9

Table 29

Ratio of ESL Students to Total Enrollment and to Non-U.S. Citizens at Each College, Fall 1986

College	Students Enrolled in ESL Classes	Number of Non-U.S. Citizens	ESL Enrollment/ Non-U.S. Citizens
City	3,201	4,683[a]	68.4
East	1,419	2,775	51.1
Harbor	311	757	41.1
Mission	696	817	85.2
Pierce	234	2,103	11.1
Southwest	206	182	113.2[b]
Trade	421	2,792	15.1
Valley	983	2,517	39.1
West	223	721	30.9
District	7,694	17,347	44.4

[a]As reported in First Census, Fall 1986.
[b]Statistic indicates that there are 13.2% ESL students at Southwest College who are U.S. citizens. It is assumed that other colleges will also have U.S. citizens in ESL classes.

As we saw in the previous question (II), the ESL needs of current students are addressed by the student survey in the question which asked *"Which of the following services would most help you to understand the English in your classes*?" In order to describe the students with English language needs, the responses to this question were tabulated only for students whose native language is other than English. Again, although the English language programs (ESL, English developmental courses, tutoring, learning skills center) were not clearly defined for the students, their responses could be of interest to the colleges. Since the responses here are limited only to foreign language natives, those who responded to any of the four English need categories may in reality be potential ESL students. Table 30 below shows the services that would most help them in English according to college:

Table 30

Service That Would Most Help Foreign Language Native Speakers Understand English in LACCD College Classes by College
(LACCD Spring 1987 Student Survey)

College	ESL	English Development Courses	Tutoring	Learning Skills Center
City	40.1	32.9	12.1	14.1
East	36.9	39.5	14.3	9.3
Harbor	39.0	33.3	13.4	14.3
Mission	28.5	35.4	25.7	11.1
Pierce	36.2	31.1	19.7	12.8
Southwest	24.4	41.5	15.9	18.3
Trade	32.8	36.5	15.8	14.7
Valley	38.7	37.2	10.4	13.7
West	35.8	27.2	19.1	17.9
District	36.6	35.0	14.8	13.4

ESL and English Development courses were most often cited as those which would most aid their English language needs. District-wide, one-third of the foreign language native speakers would probably enroll in ESL classes if enough were available to fit into their academic programs; another third would benefit from English Development courses. Together, tutoring and Learning Skills Center services are

just as important to foreign language native speakers as are ESL classes and English Development courses.

The actual number of foreign language native speakers who declare an English language need are estimated for each college in Table 31. There are some 42,640 foreign language native speakers districtwide.

Table 31

Estimated Number of Foreign Language Native Speakers by College
(LACCD Spring 1987 Student Survey)

College	Number of Respondents to Survey	Foreign Language Natives (in survey)	Foreign Language Nat.Speakers: Percent of College Respondents	Estimated Number of Foreign Lang.Natives (in LACCD)
City	2,091	1,283[a]	61.4[b]	9,117[c]
East	1,550	983	63.4	7,787
Harbor	1,289	459	35.6	3,044
Mission	592	230	38.9	1,914
Pierce	2,835	875	30.9	5,714
Southwest	598	127	21.2	903
Trade	1,572	815	51.9	6,436
Valley	2,784	930	33.4	6,076
West	1,126	302	26.8	2,294
District	14,437	6,004	41.6	42,640

[a]The number represents those who declared on the survey that they were foreign language native speakers.

[b]The percentage is obtained by dividing the number of respondents on the survey who declared that they are native speakers of a foreign language (column 2) by the total number of respondents to the survey (column 1): this provides an estimated percentage of foreign language native speakers at each campus.

[c]This number is obtained by multiplying the total enrollment for each college (column 1 of Table 28) by column 3 of this table (estimated percentages of foreign language native speakers for each college).

Comparing the results in Table 31 (column 4) with Table 29 (column 2) , we see that there are more than twice as many foreign language natives as there are non-U.S. citizens districtwide: 42,640 vs. 17,347. Harbor College has four times the number of foreign language native speakers than it has non-U.S. citizens.[1] The ratio of foreign language native speakers to non-U.S. citizens for East L. A. College and Pierce College is about 2.8; for Mission College and Valley College it is two and a-half times; at West L.A. College there are three times more foreign language native speakers than non-U.S. citizens.

There are almost five times as many foreign language native speakers than there are non-U.S. citizens at Southwest College. In Table 29, we saw that Southwest College was the only college showing more students enrolled in ESL classes than the number of students who declared to be non-U.S. citizens (113.2%). The statistics in Table 31 concerning the estimated number of foreign language native speakers indicate that this finding, indeed, was not by chance.

Table 32 compares actual enrollment in ESL classes during Fall 1986 with the estimated numbers of foreign language native speakers who declared that they needed help in English. Column 3 shows that 16,395 of these students need help in English while only 7,694 students were enrolled in ESL classes. Some foreign language native speakers, of course, may have obtained English language instruction in ENL (English Native Language-speakers) courses in Fall 1986. Further research is needed to determine whether advanced ESL students take ENL (English Native Language Speakers) courses because they are the most appropriate for their language needs or because there are no ESL courses available.

---

[1]The ratios are obtained by dividing the estimated number of foreign language native speakers (column 4 of this table) by the number of students who declared that they were not U.S. citizens (column 2 of Table 29).

Table 32

English Language Service Need by College
LACCD Spring 1987 Student Survey)

College	Number (in survey) Need Help in English	Percent Need Help in English	Estimated Number Need Help in English	Actual Enrollment in ESL Classes Fall 1986
City	878[a]	68.4[b]	6,236[c]	3,201
East	558	56.8	4,423	1,419
Harbor	231	50.3	1,531	311
Mission	144	62.6	1,198	696
Pierce	431	49.3	2,817	234
Southwest	82	64.6	583	206
Trade	518	63.6	4,093	421
Valley	460	49.5	3,007	983
West	162	53.6	1,230	223
District	3465	57.7	25,118	7,694

[a]Numbers represent those who declared on the survey that they were foreign language native speakers and that they needed help in English.
[b]The percentage is obtained by dividing the number of respondents on the survey who declared they needed help in English (column 1 of this table) by the number of respondents who declared that they are native speakers of a foreign language (column 1 of Table 31): this provides an estimated percentage of foreign language native speakers at each campus who have English language needs.
[c]The number is obtained by multiplying the number of estimated foreign language native speakers at each college (column 4 of Table 31) by the percent of these who declared that they needed help in English (column 2 of this table).

How is the ESL program currently organized districtwide?

A. The course structure.

The credit ESL program in the LACCD has grown in the last 10 years from two courses to over 29 located in four different disciplines. There are eleven different English, 6 Speech, 10 Developmental Communication, and one Learning Skills ESL courses districtwide. However, the ESL program varies in content and sequence from college to college. Courses with the same name and number are not necessarily equivalent in content and difficulty throughout the District.

Some colleges have only a day program; most colleges offer no beginning ESL. Only City and Mission colleges offer intensive programs in integrated skills instruction. Table 33 below shows the number of ESL classes districtwide and the variability in the district program.

Table 33

Number of ESL Sections Within Discipline, Fall 1986

Course	C	E	H	M	P	S	T	V	W	Dist
English 23 (ESL)	1									1
English 33 (ESL)	3		4							7
English 46 (ESL)				1						1
English 47 (ESL)				2					1	3
English 82							1			1
English 83		4	1	2				2	2	11
English 84	10	7	2	3	3	1	4	4	2	36
English 85	9	5		2	2	1	4	4	2	29
English 86	9	5		2	2		3	5	1	27
English 87	1	2		2	1			3		9
English 185		19								19
Subtotal[a]	33	42	7	14	8	2	12	18	8	144

Course	C	E	H	M	P	S	T	V	W	Dist
Speech 9	11	8	2	2		3	1	3	1	31
Speech 30								4		4
Speech 40	1		1					2		4
Speech 71	3									3
Speech 72	3		1							4
Speech 73	4									4
Subtotal	22	8	4	2		3	1	9	1	50

Course	C	E	H	M	P	S	T	V	W	Dist
DevCom 10 (ESL)	1									1
DevCom 11 (ESL)	1									1
DevCom 20		2		1						3
DevCom 24				1						1
DevCom 30 (ESL)	1									1
DevCom 71	3			3		2				8
DevCom 72	5			2		2				9
DevCom 73	6			2						8
DevCom 76	4			1		3				8
DevCom 77	5									5
Subtotal	26	2		10		7				45

Course	C	E	H	M	P	S	T	V	W	Dist
Learning Skills 3	4									4
Subtotal	4									4
Grandtotal	85	52	11	26	8	12	13	27	9	243
	35%	21%	5%	11%	3%	5%	5%	11%	4%	100%

[a]English 88 was not offered anywhere in the LACCD in Fall 1986.

Districtwide, 59% of the ESL classes are offered within the English departments while Speech and Developmental Communication classes each represent about one-fifth of the entire program (see Table 34). City College is the only college reporting that ESL classes are offered in the Learning Skills Lab.

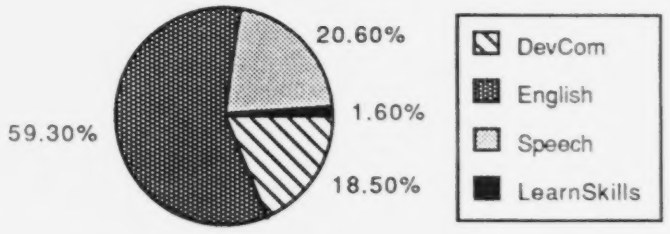
Table 34

LACCD ESL Courses by Discipline, Fall 1986

Discipline	Number of ESL Courses	Percent of All ESL Courses
DevCom	45	18.5
English	144	59.3
Speech	50	20.6
Learning Skills	4	1.6
	243	100.0

Graph 8

LACCD ESL Courses by Discipline, Fall 1986



B. The LACCD ESL teaching staff.

The majority of the LACCD ESL faculty consists of hourly instructors and of contract faculty who teach ESL on a part-time basis. In Fall 1986, there were 146 ESL teachers: 47% were contract and 53% were hourly faculty. Twenty-five of the district contract instructors also taught extra hourly ESL assignments.

As of Fall 1986, most colleges utilize full-time faculty to teach ESL courses as only part of their instructional load. East Los Angeles College, which has the second largest enrollment in ESL classes, had no instructor teaching ESL full-time. Pierce also had no teacher with a full-time ESL load.

Of the 69 full-time teachers who teach ESL districtwide, only 11 (or 16%) teach it on a full-time basis (see Table 35). This finding may reflect departmental policies which encourage or require faculty to teach a varied subject load. At the same time, hourly instructors teach ESL almost exclusively as can be seen in column four of Table 35 below.

Thus, the major part of the district credit ESL program is relegated to hourly instruction.

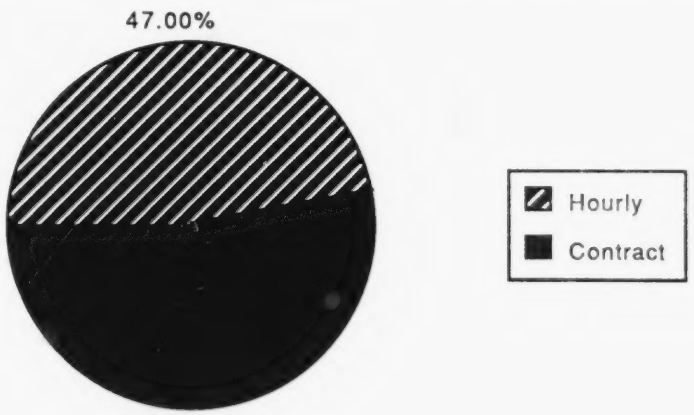
Table 35

LACCD ESL Instructional Assignments, Fall 1986

College	Full-Time: Teach All ESL	Full-Time: Teach Part ESL	Full-Time: Teach Also Hourly	Hourly: Teach All ESL	Hourly: Teach Part ESL
City	4	20	11	29	1
East	0	11	2	2	7
Harbor	2	4	1	0	1
Mission	1	3	2	13	0
Pierce	0	1	0	5	0
Southwest	0	4	3	1	0
Trade	2	4	2	4	0
Valley	1	9	2	9	0
West	1	2	0	5	0
District	11	58	25	68	9

Graph 9

LACCD Hourly/Contract ESL Instructor Distribution, Fall 1986



V. How many ESL classes are offered districtwide?

The LACCD curriculum data base provides us with ESL course statistics. An inventory of all ESL courses and their respective sections was conducted utilizing the Fall 1986 student data file.

All of the LACCD colleges offer ESL classes. However, over one-third of the program is located at L.A. City College and another fifth is found at East L.A. College (see Table 36). The large number of sections at East L.A. College includes English 185, a mandatory one unit lab course.

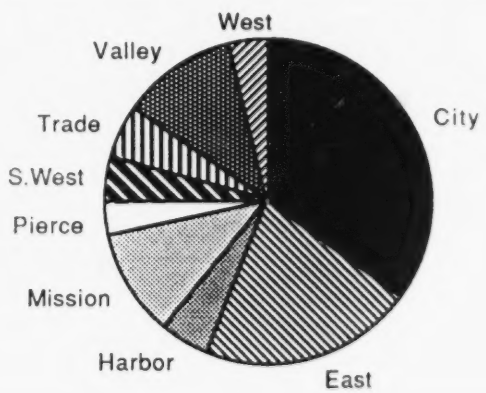
Table 36

Number of ESL Sections for LACCD by Discipline, Fall 1986

Discipline	C	E	H	M	P	S	T	V	W	Dist
DevCom	26	2		10		7				45
English	33	42	7	14	8	2	12	18	8	144
Speech	22	8	4	2		3	1	9	1	50
Learning Skills	4									4
Total	85	52	11	26	8	12	13	27	9	243
	35%	21%	5%	11%	3%	5%	5%	11%	4%	100%

Graph 10

LACCD ESL Class Distribution, Fall 1986



What are the enrollment patterns in ESL classes?

While City College represents 35% of the entire LACCD ESL program in terms of the number of sections, its actual size is larger when one considers the WSCH which it generates. City College generates 43% of the district's ESL student contact hours (see Table 37). City, East L.A. and Valley colleges together make up 73% of the contact hours in the LACCD ESL classes.

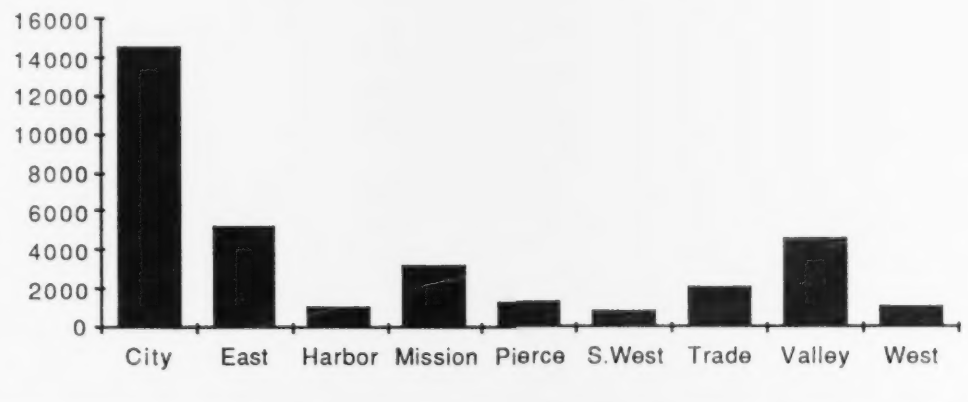
Table 37

Summary of WSCH for LACCD ESL Classes, Fall 1986

C	E	H	M	P	S	T	V	W	District
14,538	5,179	1,056	3,168	1,254	769	2,065	4,566	1,048	33,643
43%	16%	3%	9%	4%	2%	6%	14%	3%	100%

Graph 11

LACCD WSCH Distribution by College, Fall 1986



Enrollment varies from college to college. Total enrollment in ESL classes during Fall 1986 was 7,694: this represents 7.5% of the entire student body for that semester (see Table 38). Again, City, East and Valley represent a major part of the ESL students, 73%. Almost half (48%) of the students study ESL during the morning: 15% take afternoon and 37% take evening ESL classes. First Census statistics for students who are not U.S. citizens show that the 46.5% were classified as day students while 38% were evening students. These latter percentages are almost identical to student representation in the morning and evening ESL program (48% and 37%).

The average ESL class size varies between 17 at L.A. Trade-Technical College and 38 at L.A. City College. The district average enrollment is 32. The evening ESL program has an average class size of 36 as compared to 31 for morning ESL classes. The afternoon program has an average class size of 26 (see Table 38).

Table 38

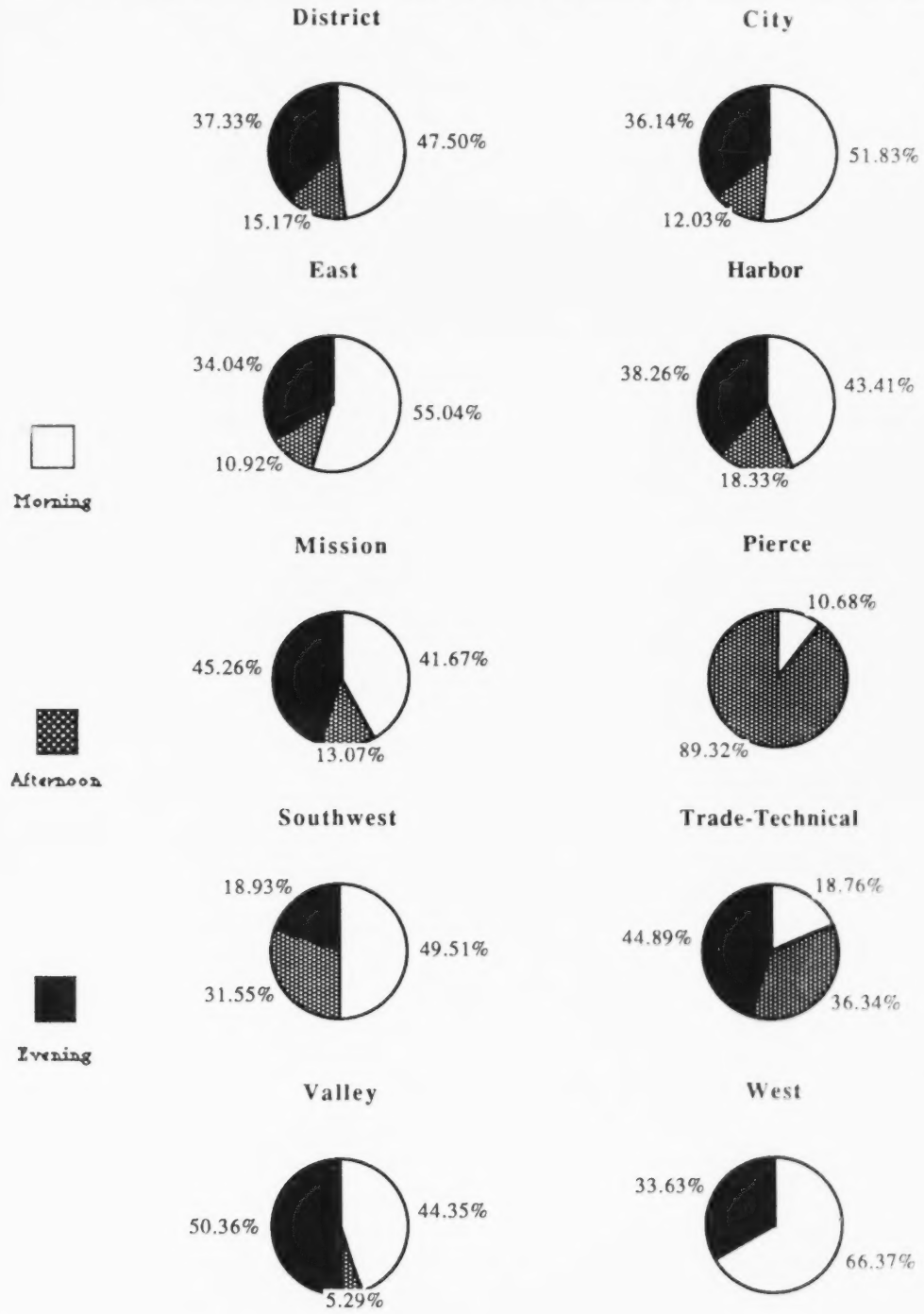
Enrollment in LACCD ESL Classes, Fall 1986
(First Census)

	C	E	H	M	P	S	T	V	W	Dist.	ACS*
DevCom	1,161	36		341		120				**1,658**	37
English	1,251	1,171	217	311	234	25	391	651	212	**4,463**	31
Speech	767	212	94	44		61	30	332	11	**1,551**	31
Learning Skills	22									**22**	5
Morning	1,659	781	135	290	25	102	79	436	148	**3,655**	31
Afternoon	385	155	57	91	209	65	153	52		**1,167**	26
Evening	1,157	483	119	315		39	189	495	75	**2,872**	36
TOTAL	3,201	1,419	311	696	234	206	421	983	223	**7,694**	32
	42%	18%	4%	9%	3%	3%	5%	13%	3%	100%	
Average	38	27	28	27	29	17	32	36	25	32	

*ACS refers to average class size.

Graph 12

Student Enrollment in LACCD ESL Classes by Time of Day, Fall 1986



E S L Institute - Office of Enrollment Management, LACCD

How successful are ESL classes?

A. Student Retention.

ESL classes are very successful in terms of student retention. Overall, 87% of the students who begin a district ESL class remains in it from first to second census, i.e., from the fourth to the eleventh week (see Table 38). It is assumed that the majority of these students complete the classes since they are still active past midterms. Retention is similar for all ESL classes whether they be in the English, Speech or Developmental Communication program. Percentages above 100 in Table 39 reflect increases in class enrollment from first to second census.

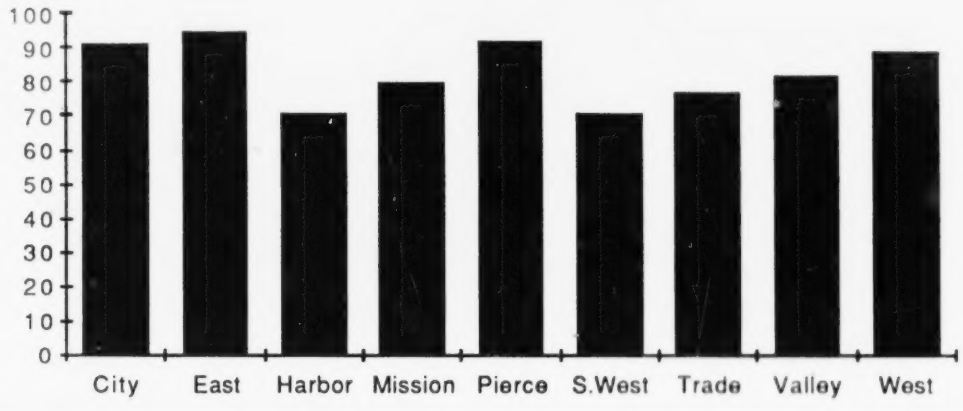
Table 39

Percent Retention in LACCD ESL Courses, Fall 1986

	C	E	H	M	P	S	T	V	W	Dist
English	87%	94%	73%	84%	92%	100%	77%	81%	87%	87%
Speech	90	101	67	75		82	80	85	109	88
DevCom	89	89		74		58				81
Learning Skills	144									144
Total	91	95	71	80	92	71	77	82	89	87

Graph 13

Student Retention in LACCD ESL Classes, Fall 1986



B. Cost-effectiveness

LACCD ESL classes have proven to be very cost-effective. In Fall 1986 the total ESL instructional program cost the district $832,233: $261,561 went to hourly classes and $570,672 was the cost of contract instructors. During the same semester, however, the ESL program generated $2,423,135.7. The difference between the cost and the income constitutes a surplus of $1,590,902.7.

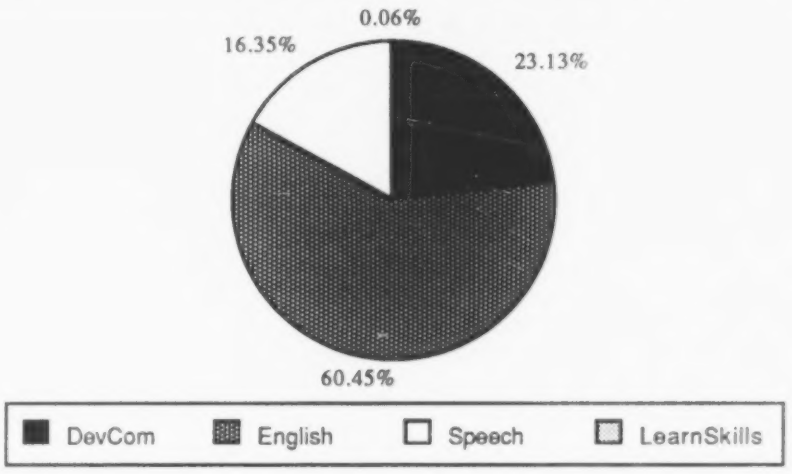
Table 40

WSCH for LACCD ESL Classes, Fall 1986

	C	E	H	M	P	S	T	V	W	Dist.
DevCom	5,481	239		1,647		430				7,797
English	6,482	4,191	780	1,386	1,254	145	1,970	3,110	1,008	20,326
Speech	2,554	749	276	135		194	95	1,456	40	5,499
Learning Skills	21									21
Morning	7,648	2,650	440	1,296	79	325	329	2,270	674	15,711
Afternoon	1,579	656	155	358	1,175	270	784	128		5,105
Evening	5,311	1,873	461	1,514		174	952	2,168	374	12,827
TOTAL	14,538	5,179	1,056	3,168	1,254	769	2,065	4,566	1,048	33,643

Graph 14

LACCD ESL WSCH by Discipline, Fall 1986



A total of 164 instructors taught ESL classes in Fall 1986 (see Table 41) and generated 24,282.7 WSCH. Overall WSCH/FTE was 314.8: Speech and Developmental Communications had the highest ratios of student contact hours to FTE, 405.3 and 378.0, respectively. Both the Speech and Developmental Communications programs did well compared to the total WSCH/FTE for the district for all classes. In Fall 1986, the district total WSCH/FTE was 457.5. The English ESL classes were not as productive in that they had a more favorable (reduced) student to faculty ratio.[1]

[1]The English ESL class figures include courses at all colleges (unlike ESL Developmental Communications and ESL Speech classes which are only offered at certain colleges). The class limit for ESL courses varies enormously from college to college; e.g., Los Angeles City College usually enrolls 40 students while Los Angeles Pierce College sets the class size at about 29.

Table 41

WSCH/FTE for Contract and Hourly Faculty That Taught ESL Classes, Fall 1986

Discipline	No. of Instructors	Weekly Hours	WSCH	ADA Dollars	Above FTE	Total FTE	WSCH/ Total FTE	FTE
Contract								
Dev.Com	9	79.9	2,474.3	$246,651.5	6.66	0.84[a]	7.50	329.9
English	41	255.8	5,845.4	$578,226.5	21.32	3.02	24.34	240.2
Learning Skills	2	11.0	141.0	$13,927.5	0.82		0.82	172.0
Speech	13	90.0	3,126.0	$312,904.7	6.00	0.73	6.73	464.5
Hourly								
Dev.Com	18	82.0	2,943.0	$293,406.0	6.83		6.83	430.9
English	62	306.6	7,975.0	$795,105.5	25.55		25.55	312.1
Speech	19	77.0	1,778.0	$182,914.0	5.37		5.37	331.1
Total Contract/ Hourly								
Dev.Com	27	161.9	5,417.3	$540,057.5	13.49	0.84	14.33	378.0
English	103	562.4	13,820.4	$1,373,332	46.87	3.02	49.89	277.0
Learning Skills	2	11.0	141.0	$13,927.5	0.82		0.82	172.0
Speech	32	167.0	4904.0	$495,818.7	11.37	0.73	12.1	405.3
Total Contract	65	436.7	11,586.7	$1,151,710.2	34.80	4.59	39.39	294.2
Total Hourly	99	465.6	12,696.0	$1,271,425.5	37.75		37.75	336.3
Grandtotal	164	902.3	24,282.7	$2,423,135.7	72.55	4.59	77.14	314.8

[a] Some full-time contract faculty taught some ESL courses on an hourly basis above their FTE. However, not all FTE was necessarily focused on ESL instruction.

CONCLUSION

The findings of this report substantiate those found by the staff of the Board of Governors of the California Community Colleges earlier this year when they said:

> "...passage of the Refugee Assistance Act and the more recent Immigration Reform Control Act (IRCA) at the federal level, in addition to the passage of Proposition 63 (the English Only Proposition) -- all have combined to create an increased need and demand for ESL instruction." The following is taken directly from this report which attempts to clarify the importance and status of ESL:
>
> > ...In direct response to a request made by the state Legislative Analyst's Office, [the] Chancellor's staff prepared a report which estimated the ADA (both credit and noncredit) generated by ESL course offerings. These estimates indicated that in the 1986-87 academic year approximately $67 million were generated by ESL courses. This compares to $61 million in 1985-86 and $53 million in 1984-85."

The major findings of this report indicate a significant need for English as a Second in the LACCD service area. Data from the LACCD, the U.S. Census, the L.A. Unified School District all show that the major demographic change in the Los Angeles Community College District service area has been a marked increase in the number of persons whose native language is other than English. According to demographic projections based on 1980 U.S. Census, this demographic change will continue through the end of the century.

An additional finding of this report is that this demographic change in the service area has already significantly altered the composition of the LACCD student bodies. Although 40% of the currently enrolled students identify themselves as

foreign language native speakers, the ESL instructional program is only serving about 7 percent of the entire LACCD student body.

Therefore, this report ends with recommendations to strengthen the ESL instructional program, to serve the currently enrolled students with ESL needs, and to meet the ESL needs in the LACCD service area.

A. <u>To Strengthen the ESL Instructional Program</u>

1. Adopt an ESL discipline with its own districtwide taxonomy.
   a. Replace all current English, DC and Speech classes with beginning intermediate and advanced ESL courses.
   b. Teach beginning ESL as an integrated skills intensive program.
   c. Offer intermediate and advanced level ESL courses as options in the curriculum described in the Remedial English Core Curriculum and the English Council Proposal.
   d. Set the ESL discipline teaching load as equivalent to that of Developmental Communications and English disciplines.
2. Develop new adjunct ESL curriculum as needed including vocational ESL courses, general education core curriculum, and immersion ESL programs for targeted populations, including the establishment of an American Language Institute.
3. Conduct further research on the following aspects of the ESL instructional program: pedagogical issues, language laboratories, instructional technology, including appropriate instructional television options. Also, conduct a study on the education, training and experience of the current ESL staff and recommend minimum standards for district employment policies.
4. Adopt waivers in the usual class size goals for colleges beginning new ESL programs that permit program growth for several years.

B. To Serve Currently Enrolled Students with ESL needs

1. Adopt a matriculation model for ESL students to include, but not necessarily be limited to, the following components:
   a. The adoption of assessment instruments and placement procedures specific to ESL students.
   b. The availability of bilingual assistance during registration. Direct the Personnel Commission to conduct a study on the possibility of increasing the bilingual differential for classified staff.
   c. The tracking and evaluation of ESL students as they move into and through the content curriculum.
2. Review and evaluate college and district publications for current and potential students to insure their comprehensibility.
   a. Whenever possible, critical college documents and forms should be provided in other languages which significant numbers of students speak.
   b. Recruiting materials should reflect the fact that, as of the 1980 Census, nearly one-half million people living in the LACCD service area speak only a foreign language at home.
3. Design and conduct appropriate staff development activities for faculty, management and other staff on ESL issues. The purpose of such staff development is to share strategies which maximize the academic success of ESL students.
4. Establish a policy that college staff should be assigned in a manner that reflects the language needs of the community that the college serves. Whenever possible, bilingual staff should be placed in those offices where the most student contact occurs, such as Admissions, Counseling, Library, Learning Resource Center, etc. Classified and certificated positions requiring or desiring bilingual skills should have separate eligibility pools.

C. **To Meet the ESL Needs in the LACCD Service Area**

1. Expand the ESL program according to the proportion of non-English speakers that have been identified in the LACCD service area.
2. Develop a plan at each college for ESL program expansion. The size of the program should reflect the number of ESL students currently enrolled as well as the number of the non-English speaking persons in each college's service area.
3. Review the delineation of functions agreement and the program articulation between the LAUSD and the LACCD and develop a plan to best meet the ESL needs in their shared service area.
4. Establish an LACCD ESL legislative committee to initiate and/or co-sponsor ESL legislation at both the state and federal levels.
5. Conduct further districtwide research to document the diverse language and educational characteristics and needs of non-English speakers in the service area.

APPENDIX

APPENDIX INDEX

Appendix A: SCAG Population Projections for LACCD Service Area A-1

Table 1. Population of LACCD Service Area, 1980 - 2000 ..... A-2
Table 2. Population of L.A. City College Service Area, 1980 - 2000 ..... A-3
Table 3. Population of East L.A. College Service Area, 1980 - 2000 ..... A-4
Table 4. Population of L.A. Harbor College Service Area, 1980 - 2000 ..... A-5
Table 5. Population of L.A. Mission College Service Area, 1980 - 2000 ..... A-6
Table 6. Population of L.A. Pierce College Service Area, 1980 - 2000 ..... A-7
Table 7. Population of L. A. Southwest College Service Area, 1980 - 2000 ..... A-8
Table 8. Population of L.A. Trade-Technical College Service Area, 1980 - 2000 ..... A-9
Table 9. Population of L.A. Valley College Service Area, 1980 - 2000 ..... A-10
Table 10. Population of West L. A. College Service Area, 1980 - 2000 ..... A-11
Table 11. Language Spoken at Home in the Los Angeles Community College District Service Area (1980 Census) A-12
Table 12. Language Spoken at Home in the L.A. City College Service Area A-13
Table 13. Language Spoken at Home in the East L.A. College Service Area A-14
Table 14. Language Spoken at Home in the L.A. Harbor College Service Area A-15
Table 15. Language Spoken at Home in the L.A. Mission College Service Area A-16
Table 16. Language Spoken at Home in the L.A. Pierce College Service Area A-17
Table 17. Language Spoken at Home in the L.A. Southwest College Service Area A-18
Table 18. Language Spoken at Home in the L.A. Trade-Technical College Service Area ... A-19
Table 19. Language Spoken at Home in the L.A. Valley College Service Area A-20
Table 20. Language Spoken at Home in the West L.A. College Service Area A-21

Appendix B: LAUSD Racial/Ethnic Statistics, 1966 - 1985 ..... B-1

Table 1. LAUSD Elementary Schools: Racial/Ethnic Statistics B-2
Table 2. LAUSD Junior and Senior High Schools: Racial/Ethnic Statistics B-3
Table 3. LAUSD K-12: Racial/Ethnic Statistics B-4

Appendix C: ESL Class Statistics for Fall 1986 ..... C-1

Table 1. Number of ESL Sections for LACCD, Fall 1986 ..... C-2
Table 2. WSCH for LACCD ESL Classes, Fall 1986 ..... C-3
Table 3. Enrollment in LACCD ESL Classes, Fall 1986 ..... C-4

APPENDIX INDEX (Cont'd)

Appendix D: LACCD Student Enrollment Statistics for Fall 1986 ..... D-1

Table 1. LACCD Students Who Are Not U.S. Citizens, Fall 1986 ..... D-2
Table 2. Percent of Students Not U.S. Citizens for Fall 1986 by College D-2
Table 3. Educational Goal of LACCD Students Who Are Not U.S. Citizens, Fall 1986 ..... D-3
Table 4. Time of Day in Which LACCD Students Who Are Not U.S. Citizens Study, Fall 1986 ..... D-4
Table 5. Student Level of LACCD Students Who Are Not U.S. Citizens, Fall 1986 ..... D-4
Table 6. Enrollment Status of LACCD Students Who Are Not U.S. Citizens, Fall 1986 ..... D-5
Table 7. Source of LACCD Students Who Are Not U.S. Citizens, Fall 1986 ..... D-5
Table 8. Immigration Status of LACCD Students Who Are Not U.S. Citizens, Fall 1986 ..... D-6
Table 9. College Units Completed by LACCD Students Who Are Not U.S. Citizens, Fall 1986 ..... D-6
Table 10. Age of LACCD Students Who Are Not U.S. Citizens, Fall 1986 ..... D-7
Table 11. Gender of LACCD Students Who Are Not U.S. Citizens, Fall 1986 ..... D-7

Appendix E: Board of Governors ESL Guidelines E-1

Section 1. Student Proficiency Level Descriptors E-2

Appendix A: SCAG Population Projections for LACCD Service Area

Appendix A statistics were obtained from the Southern California Association of Governments (SCAG). The data tapes from SCAG are based on the 1980 Census.

The SCAG data is available by zipcode and has been aggregated by each of the nine LACCD college service areas by the LACCD Office of Research. The statistics and projections generated from this data base are utilized by various official entities such as the California Department of Finance.

Appendix A: Table 1

Projected Population of LACCD Service Area for 18-54 Age Group, by Racial/Ethnic Group, 1980-2000

1980	18-24	25-34	35-54	Total
Asian	44,610	59,839	67,956	172,405
Black	90,626	109,551	133,084	333,261
Latino	221,994	259,398	249,467	730,859
White	223,287	334,391	472,041	1,029,719
Other	6,822	9,489	10,265	26,576
Total	587,339	772,668	932,813	2,292,820

1990	18-24	25-34	35-54	Total
Asian	35,856	64,927	89,310	190,093
Black	76,997	115,860	167,771	360,628
Latino	194,575	293,602	340,677	828,854
White	168,005	336,278	583,207	1,087,490
Other	5,469	10,477	13,607	29,553
Total	480,902	821,144	1,194,572	2,496,618

2000	18-24	25-34	35-54	Total
Asian	34,371	54,277	105,591	194,239
Black	67,575	95,095	198,750	361,420
Latino	236,188	261,122	430,978	928,288
White	146,618	257,304	644,669	1,048,591
Other	5,556	8,946	16,568	31,070
Total	490,308	676,744	1,396,556	2,563,608

Appendix A: Table 2

Projected Population of L.A. City College Service Area for 18-54 Age Group, by Racial/Ethnic Group, 1980-2000

1980	18-24	25-34	35-54	Total
Asian	11,197	16,085	14,578	41,860
Black	3,401	6,436	6,516	16,353
Latino	28,910	40,434	34,672	104,016
White	26,956	55,948	64,497	147,401
Other	1,803	2,905	2,530	7,238
Total	72,267	121,808	122,793	316,868

1990	18-24	25-34	35-54	Total
Asian	8,803	18,491	19,870	47,164
Black	2,300	6,825	8,173	17,298
Latino	24,990	47,691	49,061	121,742
White	17,559	55,063	75,382	148,004
Other	1,422	3,365	3,494	8,281
Total	55,074	131,435	155,980	342,489

2000	18-24	25-34	35-54	Total
Asian	8,272	16,223	25,690	50,185
Black	2,297	5,662	9,821	17,780
Latino	31,135	43,812	65,178	140,125
White	15,411	42,330	84,850	142,591
Other	1,427	3,008	4,601	9,036
Total	58,542	111,035	190,140	359,717

Appendix A: Table 3

Projected Population of East L.A. College Service Area for 18-54 Age Group, by Racial/Ethnic Group, 1980-2000

1980	18-24	25-34	35-54	Total
Asian	8,224	10,435	13,070	31,729
Black	1,024	1,246	1,456	3,726
Latino	81,845	91,639	95,155	268,639
White	18,488	27,194	38,478	84,160
Other	811	1,026	1,258	3,095
Total	110,392	131,540	149,417	391,349

1990	18-24	25-34	35-54	Total
Asian	6,834	10,863	15,840	33,537
Black	863	1,269	1,724	3,856
Latino	72,727	98,361	119,841	290,929
White	12,947	24,334	41,623	78,904
Other	662	1,055	1,508	3,225
Total	94,033	135,882	180,536	410,451

2000	18-24	25-34	35-54	Total
Asian	6,005	8,464	18,307	32,776
Black	833	988	1,944	3,765
Latino	81,278	82,324	146,475	310,077
White	10,109	16,062	42,115	68,286
Other	590	818	1,730	3,138
Total	98,815	108,656	210,571	418,042

Appendix A: Table 4

Projected Population of L.A. Harbor College Service Area for 18-54 Age Group, by Racial/Ethnic Group, 1980-2000

1980	18-24	25-34	35-54	Total
Asian	5,011	6,112	9,032	20,155
Black	5,948	6,916	9,619	22,483
Latino	14,872	17,125	18,579	50,576
White	22,781	30,225	57,374	110,380
Other	506	632	910	2,048
Total	49,118	61,010	95,514	205,642

1990	18-24	25-34	35-54	Total
Asian	4,403	6,147	13,998	24,548
Black	5,575	7,372	15,590	28,537
Latino	13,273	18,482	30,638	62,393
White	18,392	28,156	83,125	129,673
Other	434	629	1,395	2,458
Total	42,077	60,786	144,746	247,609

2000	18-24	25-34	35-54	Total
Asian	4,124	4,974	13,304	22,402
Black	4,402	6,267	15,585	26,254
Latino	15,040	16,241	31,260	62,541
White	15,301	20,633	72,197	108,131
Other	411	505	1,317	2,233
Total	39,278	48,620	133,663	221,561

Appendix A: Table 5

Projected Population of L.A. Mission College Service Area for 18-54 Age Group, by Racial/Ethnic Group, 1980-2000

1980	18-24	25-34	35-54	Total
Asian	1,804	2,184	2,917	6,905
Black	2,926	3,366	3,836	10,128
Latino	15,152	17,372	19,011	51,535
White	22,659	30,078	45,855	98,592
Other	375	460	618	1,453
Total	42,916	53,460	72,237	168,613

1990	18-24	25-34	35-54	Total
Asian	1,573	2,367	3,714	7,654
Black	2,789	3,866	5,215	11,870
Latino	14,754	20,052	26,116	60,922
White	18,174	30,282	54,427	102,883
Other	332	500	789	1,621
Total	37,622	57,067	90,261	184,950

2000	18-24	25-34	35-54	Total
Asian	1,648	1,973	4,517	8,138
Black	2,203	3,262	6,658	12,123
Latino	17,344	17,739	33,740	68,823
White	15,624	22,997	61,200	99,821
Other	347	416	957	1,720
Total	37,166	46,387	107,072	190,625

Appendix A: Table 6

Projected Population of L.A. Pierce College Service Area for 18-54 Age Group, by Racial/Ethnic Group, 1980-2000

1980	18-24	25-34	35-54	Total
Asian	2,424	2,729	3,817	8,970
Black	905	1,021	1,353	3,279
Latino	6,329	6,880	7,725	20,934
White	42,678	52,875	85,237	180,790
Other	519	599	828	1,946
Total	52,855	64,104	98,960	215,919

1990	18-24	25-34	35-54	Total
Asian	2,252	3,356	5,506	11,114
Black	583	1,270	1,993	3,846
Latino	6,089	8,966	11,899	26,954
White	37,560	60,371	114,315	212,246
Other	493	737	1,197	2,427
Total	46,977	74,700	134,910	256,587

2000	18-24	25-34	35-54	Total
Asian	2,769	3,104	7,341	13,214
Black	952	1,172	2,711	4,835
Latino	8,504	8,807	16,821	34,132
White	32,751	50,640	142,800	226,191
Other	595	683	1,605	2,883
Total	45,571	64,406	171,278	281,255

Appendix A: Table 7

Projected Population of L.A. Southwest College Service Area for 18-54 Age Group, by Racial/Ethnic Group, 1980-2000

1980	18-24	25-34	35-54	Total
Asian	2,493	3,343	5,032	10,868
Black	33,353	35,985	46,881	116,219
Latino	11,182	11,718	12,982	35,882
White	3,007	4,581	7,910	15,498
Other	247	320	484	1,051
Total	50,282	55,947	73,289	179,518

1990	18-24	25-34	35-54	Total
Asian	1,958	3,299	5,790	11,047
Black	29,971	37,268	57,028	124,267
Latino	10,434	12,496	16,391	39,321
White	1,962	3,855	8,157	13,974
Other	192	299	537	1,028
Total	44,517	57,217	87,903	189,637

2000	18-24	25-34	35-54	Total
Asian	1,729	2,466	6,453	10,648
Black	26,318	30,045	68,057	124,420
Latino	14,434	10,906	20,408	45,748
White	2,063	2,470	7,955	12,488
Other	199	219	578	996
Total	44,743	46,106	103,451	194,300

Appendix A: Table 8

Projected Population of L.A. Trade-Technical College Service Area for 18-54 Age Group, by Racial/Ethnic Group, 1980-2000

1980	18-24	25-34	35-54	Total
Asian	5,336	7,724	7,801	20,861
Black	25,107	29,367	34,545	89,019
Latino	38,100	40,091	33,707	111,898
White	4,799	7,601	10,374	22,774
Other	699	921	982	2,602
Total	74,041	85,704	87,409	247,154

1990	18-24	25-34	35-54	Total
Asian	3,667	7,637	9,075	20,379
Black	19,522	29,301	40,531	89,354
Latino	29,758	44,326	44,654	118,738
White	1,968	5,597	10,336	17,901
Other	440	877	1,116	2,433
Total	55,355	87,738	105,712	248,805

2000	18-24	25-34	35-54	Total
Asian	3,230	6,027	10,452	19,709
Black	16,520	22,963	47,037	86,520
Latino	39,569	39,511	57,685	136,765
White	2,065	2,857	9,266	14,188
Other	405	661	1,235	2,301
Total	61,789	72,019	125,675	259,483

Appendix A: Table 9

Projected Population of L.A. Valley College Service Area for 18-54 Age Group, by Racial/Ethnic Group, 1980-2000

1980	18-24	25-34	35-54	Total
Asian	2,797	3,650	3,518	9,965
Black	1,304	1,844	1,815	4,963
Latino	13,497	17,242	14,575	45,314
White	39,556	62,689	79,394	181,639
Other	785	1,068	1,007	2,860
Total	57,939	86,493	100,309	244,741

1990	18-24	25-34	35-54	Total
Asian	2,219	4,222	4,826	11,267
Black	1,027	2,048	2,369	5,444
Latino	11,589	20,816	21,288	53,693
White	28,436	62,929	93,958	185,323
Other	643	1,241	1,391	3,275
Total	43,914	91,256	123,832	259,002

2000	18-24	25-34	35-54	Total
Asian	2,259	3,688	6,246	12,193
Black	1,290	1,771	2,938	5,999
Latino	15,378	19,331	28,839	63,548
White	24,044	47,817	105,924	177,785
Other	653	1,088	1,809	3,550
Total	43,624	73,695	145,756	263,075

Appendix A: Table 10

Projected Population of West L.A. College Service Area for 18-54 Age Group, by Racial/Ethnic Group, 1980-2000

1980	18-24	25-34	35-54	Total
Asian	5,324	7,577	8,191	21,092
Black	16,658	23,370	27,063	67,091
Latino	12,107	16,897	13,061	42,065
White	42,363	63,200	82,922	188,485
Other	1,077	1,558	1,648	4,283
Total	77,529	112,602	132,885	323,016

1990	18-24	25-34	35-54	Total
Asian	4,147	8,545	10,691	23,383
Black	14,367	26,641	35,148	76,156
Latino	10,961	22,412	20,789	54,162
White	31,007	65,691	101,884	198,582
Other	851	1,774	2,180	4,805
Total	61,333	125,063	170,692	357,088

2000	18-24	25-34	35-54	Total
Asian	4,335	7,358	13,281	24,974
Black	12,760	22,965	43,999	79,724
Latino	13,506	22,451	30,572	66,529
White	29,250	51,498	118,362	199,110
Other	929	1,548	2,736	5,213
Total	60,780	105,820	208,950	375,550

Appendix A: Table 11

Language Spoken at Home in the Los Angeles Community College District Service Area, 1980

	5-17 yrs	18+ yrs	All Ages
* **English Only**	**472,680**	**1,970,886**	**2,443,566**
	56.5%	**63.5%**	**62.0%**
Spanish w/English	209,324	427,842	637,166
	25.0	13.8	16.2
Spanish Only	90,865	331,420	422,285
	10.9	10.7	10.7
Total Spanish	300,189	759,262	1,059,451
	35.9	24.5	26.9
Other Foreign Language w/English	52,217	295,819	348,036
	6.2	9.5	8.8
Other Foreign Language Only	12,049	78,895	90,944
	1.4	2.5	2.3
Total Other Language	64,266	374,417	438,980
	7.7	12.1	11.1
* **All Foreign w/English**	**261,541**	**723,661**	**985,202**
	31.2	**23.3**	**25.0**
* **Foreign Only**	**102,914**	**410,315**	**513,229**
	12.3	**13.2**	**13.0**
Total Foreign	364,455	1,133,976	1,498,431
	43.5	36.5	38.0
* **Total Population**	**837,135**	**3,104,862**	**3,941,997**
	100.0%	**100.0%**	**100.0%**

*The total of row categories in bold equals 100% of age-group population.

Appendix A: Table 11

Language Spoken at Home in the L.A. City College Service Area, 1980

		5-17 yrs	18+ yrs	All Ages
*	**English Only**	**28,762**	**233,770**	**262,532**
		35.5%	**51.8%**	**49.3%**
	Spanish w/English	26,316 32.5	64,006 14.2	90,322 17.0
	Spanish Only	7,489 9.2	47,208 10.5	54,697 10.3
	Total Spanish	33,805 41.7	111,214 24.6	145,019 26.9
	Other Foreign Language w/English	13,787 17.0	76,309 16.9	90,096 16.9
	Other Foreign Language Only	4,617 5.7	30,078 6.7	34,695 6.5
	Total Other Language	18,404 22.7	106,387 23.6	124,791 23.4
*	**All Foreign w/English**	**40,103** **49.5**	**140,315** **31.1**	**180,418** **33.9**
*	**Foreign Only**	**12,106** **15.0**	**77,286** **17.1**	**89,392** **16.8**
	Total Foreign	52,209 64.5	217,601 48.2	269,810 50.7
*	**Total Population**	**80,971** **100.0%**	**451,371** **100.0%**	**532,342** **100.0%**

*The total of row categories in bold equals 100% of age-group population.

Appendix A: Table 11

Language Spoken at Home in the East L.A. College Service Area, 1980

		5-17 yrs	18+ yrs	All Ages
*	**English Only**	**55,759**	**182,547**	**238,306**
		27.1%	**35.0%**	**32.8%**
	Spanish w/English	89,672	167,376	257,048
		43.6	32.1	35.3
	Spanish Only	48,699	118,948	167,647
		23.7	22.8	23.0
	Total Spanish	138,371	286,324	424,695
		67.3	54.8	58.4
	Other Foreign Language w/English	8,701	38,839	47,540
		4.2	7.4	6.5
	Other Foreign Language Only	2,683	14,517	17,200
		1.3	2.8	2.4
	Total Other Language	11,384	53,356	64,740
		5.5	10.2	8.9
*	**All Foreign w/English**	**98,373**	**206,215**	**304,588**
		47.9	**39.5**	**41.9**
*	**Foreign Only**	**51,382**	**133,465**	**184,847**
		25.0	**25.6**	**25.4**
	Total Foreign	149,755	339,680	489,435
		72.9	65.0	67.3
*	**Total Population**	**205,514**	**522,227**	**727,741**
		100.0%	**100.0%**	**100.0%**

*The total of row categories in bold equals 100% of age-group population.

Appendix A: Table 11

Language Spoken at Home in the L.A. Harbor College Service Area, 1980

	5-17 yrs	18+ yrs	All Ages
* **English Only**	**60,851** **71.8%**	**179,505** **69.4%**	**240,356** **70.0%**
Spanish w/English	13,810 16.3	29,972 11.6	43,782 12.8
Spanish Only	3,437 4.1	16,073 6.2	19,510 5.7
Total Spanish	17,247 20.4	46,045 17.8	63,292 18.4
Other Foreign Language w/English	6,038 7.1	28,449 11.0	34,487 10.0
Other Foreign Language Only	565 0.7	4,759 1.8	5,324 1.6
Total Other Language	6,603 7.8	33,208 12.8	39,811 11.6
* **All Foreign w/English**	**19,848** **23.4**	**58,421** **22.6**	**78,269** **22.8**
* **Foreign Only**	**4,002** **4.7**	**20,832** **8.1**	**24,834** **7.2**
Total Foreign	23,850 28.2	79,253 30.6	90,270 26.3
* **Total Population**	**84,701** **100.0%**	**258,758** **100.0%**	**343,459** **100.0%**

*The total of row categories in bold equals 100% of age-group population.

Appendix A: Table 11

Language Spoken at Home in the L.A. Mission College Service Area, 1980

	5-17 yrs	18+ yrs	All Ages
* **English Only**	**46,359**	**149,399**	**195,758**
	65.6%	**69.2%**	**68.3%**
Spanish w/English	16,370	31,729	48,099
	23.2	14.7	16.8
Spanish Only	4,843	19,199	24,042
	6.9	8.9	8.4
Total Spanish	21,213	50,928	72,141
	30.0	23.6	25.2
Other Foreign Language w/English	2,815	13,277	16,092
	4.0	6.2	5.6
Other Foreign Language Only	300	2,215	2,515
	0.4	1.0	0.9
Total Other Language	3,115	15,492	18,607
	4.4	7.2	6.5
* **All Foreign w/English**	**19,185**	**45,006**	**64,191**
	27.1	**20.9**	**22.4**
* **Foreign Only**	**5,143**	**21,414**	**26,557**
	7.3	**9.9**	**9.3**
Total Foreign	24,328	66,420	90,748
	34.4	30.8	31.7
* **Total Population**	**70,687**	**215,819**	**286,506**
	100.0%	**100.0%**	**100.0%**

*The total of row categories in bold equals 100% of age-group population.

Appendix A: Table 11

Language Spoken at Home in the L.A. Pierce College Service Area, 1980

		5-17 yrs	18+ yrs	All Ages
*	**English Only**	**61,664**	**237,899**	**299,563**
		85.3%	**83.4%**	**83.8%**
	Spanish w/English	4,283	13,301	17,584
		5.9	4.7	4.9
	Spanish Only	1,069	6,175	7,244
		1.5	2.2	2.0
	Total Spanish	5,352	19,476	24,828
		7.4	6.8	6.9
	Other Foreign Language w/English	4,618	24,470	29,088
		6.4	8.6	8.1
	Other Foreign Language Only	678	3,459	4,137
		0.9	1.2	1.2
	Total Other Language	5,296	27,929	33,225
		7.3	9.8	9.3
*	**All Foreign w/English**	**8,901**	**37,771**	**46,672**
		12.3	**13.2**	**13.1**
*	**Foreign Only**	**1,747**	**9,634**	**11,381**
		2.4	**3.4**	**3.2**
	Total Foreign	10,648	47,405	58,053
		14.7	16.6	16.2
*	**Total Population**	**72,312**	**285,304**	**357,616**
		100.0%	**100.0%**	**100.0%**

*The total of row categories in bold equals 100% of age-group population.

Appendix A: Table 11

Language Spoken at Home in the L.A. Southwest College Service Area, 1980

	5-17 yrs	18+ yrs	All Ages
* **English Only**	**70,754**	**182,561**	**253,315**
	76.3%	77.8%	77.4%
Spanish w/English	13,831	19,733	33,564
	14.9	8.4	10.3
Spanish Only	6,120	20,779	26,899
	6.6	8.9	8.2
Total Spanish	19,951	40,512	60,463
	21.5	17.3	18.5
Other Foreign Language w/English	1,633	9,123	10,756
	1.8	3.9	3.3
Other Foreign Language Only	426	2,417	2,843
	0.5	1.0	0.9
Total Other Language	2,059	11,540	13,599
	2.2	4.9	4.2
* **All Foreign w/English**	**15,464**	**28,856**	**44,320**
	16.7	**12.3**	**13.5**
* **Foreign Only**	**6,546**	**23,196**	**29,742**
	7.1	**9.9**	**9.1**
Total Foreign	22,010	52,052	74,062
	23.7	22.2	22.6
* **Total Population**	**92,764**	**234,613**	**327,377**
	100.0%	**100.0%**	**100.0%**

*The total of row categories in bold equals 100% of age-group population.

Appendix A: Table 11

Language Spoken at Home in the L.A. Trade-Technical College Service Area, 1980

	5-17 yrs	18+ yrs	All Ages
* **English Only**	**38,354**	**173,031**	**211,385**
	46.5%	**53.5%**	**52.1%**
Spanish w/English	24,976	45,589	70,565
	30.3	14.1	17.4
Spanish Only	14,076	71,635	85,711
	17.1	22.2	21.1
Total Spanish	39,052	117,224	156,276
	47.4	36.3	38.5
Other Foreign Language w/English	3,354	22,880	26,234
	4.1	7.1	6.5
Other Foreign Language Only	1,636	10,003	11,639
	2.0	3.1	2.9
Total Other Language	4,990	32,883	37,873
	6.1	10.2	9.3
* **All Foreign w/English**	**28,330**	**68,469**	**96,799**
	34.4	**21.2**	**23.9**
* **Foreign Only**	**15,712**	**81,638**	**97,350**
	19.1	**25.3**	**24.0**
Total Foreign	44,042	150,107	194,149
	53.5	46.5	47.9
* **Total Population**	**82,396**	**323,138**	**405,534**
	100.0%	**100.0%**	**100.0%**

*The total of row categories in bold equals 100% of age-group population.

Appendix A: Table 11

Language Spoken at Home in the L.A. Valley College Service Area, 1980

	5-17 yrs	18+ yrs	All Ages
* **English Only**	**45,851**	**271,157**	**317,008**
	70.6%	76.1%	75.3%
Spanish w/English	10,480	27,968	38,448
	16.1	7.9	9.1
Spanish Only	3,122	17,828	20,950
	4.8	5.0	5.0
Total Spanish	13,602	45,796	59,398
	21.0	12.9	14.1
Other Foreign Language w/English	4,909	33,849	38,758
	7.6	9.5	9.2
Other Foreign Language Only	559	5,286	5,845
	0.9	1.5	1.4
Total Other Language	5,468	39,135	44,603
	8.4	11.0	10.6
* **All Foreign w/English**	**15,389**	**61,817**	**77,206**
	23.7	**17.4**	**18.3**
* **Foreign Only**	**3,681**	**23,114**	**26,795**
	5.7	**6.5**	**6.4**
Total Foreign	19,070	84,931	104,001
	29.4	23.9	24.7
* **Total Population**	**64,921**	**356,088**	**421,009**
	100.0%	**100.0%**	**100.0%**

*The total of row categories in bold equals 100% of age-group population.

Appendix A: Table 11

Language Spoken at Home in the West L.A. College Service Area, 1980

		5-17 yrs	18+ yrs	All Ages
*	**English Only**	**64,326**	**361,017**	**425,343**
		77.6%	78.9%	78.7%
	Spanish w/English	9,586	28,168	37,754
		11.6	6.2	7.0
	Spanish Only	2,010	13,575	15,585
		2.4	3.0	2.9
	Total Spanish	11,596	41,743	53,339
		14.0	9.1	9.9
	Other Foreign Language w/English	6,362	48,623	54,985
		7.7	10.6	10.2
	Other Foreign Language Only	585	6,161	6,746
		0.7	1.3	1.3
	Total Other Language	6,947	54,784	61,731
		8.4	12.0	11.4
*	**All Foreign w/English**	**15,948**	**76,791**	**92,739**
		19.2	**16.8**	**17.2**
*	**Foreign Only**	**2,595**	**19,736**	**22,331**
		3.1	**4.3**	**4.1**
	Total Foreign	18,543	96,527	115,070
		22.4	21.1	21.3
*	**Total Population**	**82,869**	**457,544**	**540,413**
		100.0%	**100.0%**	**100.0%**

*The total of row categories in bold equals 100% of age-group population.

Appendix B: LAUSD Racial/Ethnic Statistics, 1966 - 1985

The LACCD was provided with a copy of the Los Angeles Unified School District's racial statistics data tape. It shows the racial/ethnic composition of the schools from 1966 to 1985. The tables in Appendix B were generated from this tape.

Appendix B: Table 1

LAUSD Elementary Schools: Racial/Ethnic Statistics

	1966	1970	1975	1980	1985
Native American	534	648	1,209	794	482
	0.1%	0.2%	0.4%	0.3%	0.2%
Asian/Pacific Islander	13,840	14,223	16,088	19,036	21,883
	3.8	4.0	4.9	6.8	7.2
Black	84,987	91,080	78,078	58,757	53,966
	23.4	25.5	24.0	21.0	17.7
Latino	72,419	85,305	110,183	151,129	184,064
	19.9	23.9	33.9	54.1	60.2
White	191,308	165,471	119,703	49,680	45,183
	52.7	46.4	36.8	17.8	14.8
Total	363,088	356,727	325,261	279,396	305,578

Appendix B: Table 2

LAUSD Junior and Senior High Schools: Racial/Ethnic Statistics

	1966	1970	1975	1980	1985
Native American	226 0.1%	452 0.2%	1,614 0.6%	1,332 0.6%	784 0.3%
Asian/Pacific Islander	10,295 3.9	11,732 4.2	14,670 5.4	18,236 7.6	21,631 8.8
Black	48,989 18.5	62,442 22.2	68,443 25.1	60,362 25.2	48,534 19.8
Latino	44,112 16.7	53,964 19.2	67,369 24.7	88,171 36.8	119,447 48.8
White	160,509 60.8	152,960 54.3	121,084 44.3	71,429 29.8	54,319 22.2
Total	264,131	281,550	273,180	239,530	244,715

Appendix B: Table 3

LAUSD K-12: Racial/Ethnic Statistics

	1966	1970	1975	1980	1985
Native American	760 0.1%	1,100 0.2%	2,823 0.5%	2,126 0.4%	1,266 0.2%
Asian/Pacific Islander	24,135 3.8	25,955 4.1	30,758 5.1	37,272 7.2	43,514 7.9
Black	133,976 21.4	153,522 24.1	146,521 24.5	119,119 23.0	102,500 18.6
Latino	116,531 18.6	139,269 21.8	177,552 29.7	239,300 46.1	303,511 55.2
White	351,817 56.1	318,431 49.9	240,787 40.2	121,109 23.3	99,502 18.1
LAUSD Total	627,219	638,277	598,441	518,926	550,293

Appendix C: ESL Class Statistics for Fall 1986

Appendix C statistics were obtained from the LACCD curriculum data tape. This data tape provides information on the number of ESL classes, student enrollment, retention, and Weekly Student Contact Hours (WSCH).

Appendix C: Table 1

WSCH for LACCD ESL Classes, Fall 1986

	C	E	H	M	P	S	T	V	W	District
Morning										
DevCom	3,157	239		971		238				**4,605**
English	3,281	2,011	440	265	79		329	1,288	634	**8,327**
Speech	1,207	400		60		87		982	40	**2,776**
Learn Skills	3									**3**
Subtotal	7,648	2,650	440	1,296	79	325	329	2,270	674	**15,711**
Afternoon										
DevCom	286					18				**304**
English	770	549		358	1,175	145	784	128		**3,909**
Speech	505	107	155			107				**874**
Learn Skills	18									**18**
Subtotal	1,579	656	155	358	1,175	270	784	128		**5,105**
Evening										
DevCom	2,038			676		174				**2,888**
English	2,431	1,631	340	763			857	1,694	374	**8,090**
Speech	842	242	121	75			95	474		**1,849**
Subtotal	5,311	1,873	461	1,514		174	952	2,168	374	**12,827**
TOTAL	14,538	5,179	1,056	3,168	1,254	769	2,065	4,566	1,048	**33,643**

Appendix C: Table 2

Enrollment in LACCD ESL Classes, Fall 1986

	C	E	H	M	P	S	T	V	W	District
Morning										
DevCom	668	36		207		75				986
English	626	628	135	65	25		79	253	137	1,948
Speech	364	117		18		27		183	11	720
Learn Skills	1									1
Subtotal	1,659	781	135	290	25	102	79	436	148	3,655
Afternoon										
DevCom	64					6				70
English	148	126		91	209	25	153	52		804
Speech	152	29	57			34				272
Learn Skills	21									21
Subtotal	385	155	57	91	209	65	153	52		1,167
Evening										
DevCom	429			134		39				602
English	477	417	82	155			159	346	75	1,711
Speech	251	66	37	26			30	149		559
Subtotal	1,157	483	119	315		39	189	495	75	2,872
TOTAL	3,201	1,419	311	696	234	206	421	983	223	7,694

Appendix C: Table 3

WSCH/FTE for Contract Faculty That Taught ESL Classes, Fall 1986

Col.	Discipline	No. of Instruc-tors	Weekly Hours	WSCH	ADA Dollars	FTE	Above FTE*	Total FTE	WSCH/ Total FTE
C	Dev.Com	5	46.0	1,660.0	$165,562.5	3.83	0.84	4.67	355.21
C	English	11	71.0	2,074.0	$206,127.0	5.92	1.26	7.18	288.99
C	Learn Skills	2	11.0	141.0	$13,927.5	0.82		0.82	172.65
C	Speech	6	42.0	1,101.0	$110,801.2	2.80	0.73	3.53	311.90
E	Dev.Com	2	12.0	162.0	$16,094.0	1.00		1.00	162.00
E	English	9	57.0	1,206.0	$120,395.0	4.75	1.34	6.09	198.03
E	Speech	1	9.0	249.0	$24,760.0	0.60		0.60	415.00
H	English	4	17.0	317.0	$31,569.0	1.42		1.42	223.76
H	Speech	2	12.0	216.0	$21,355.5	0.80		0.80	270.00
M	Dev.Com	2	21.9	652.3	$64,995.0	1.83		1.83	357.42
M	Speech	1	6.0	87.0	$8,975.5	0.40		0.40	217.50
P	English	1	13.0	303.0	$30,021.5	1.08		1.08	279.69
S	English	1	15.0	85.0	$8,047.0	1.25		1.25	68.00
T	English	6	38.0	765.0	$73,042.0	3.17	0.42	3.59	213.29
V	English	6	32.0	850.0	$84,493.5	2.67		2.67	318.75
V	Speech	3	21.0	1,473.0	$147,012.5	1.40		1.40	1052.14
W	English	3	12.8	245.4	$24,531.5	1.07		1.07	230.06
Total		65	436.7	11,586.7	$1,151,710.2	34.79	4.59	39.38	5134.41

*Some full-time contract faculty taught some ESL courses on an hourly basis above their FTE. However, not all FTE was necessarily focused on ESL instruction.

Appendix C: Table 4

WSCH/FTE for Hourly Faculty That Taught ESL Classes, Fall 1986

Col.	Discipline	No. of Instruc-tors	Weekly Hours	WSCH	ADA Dollars	FTE	Above FTE	Total FTE	WSCH/ Total FTE
C	Dev.Com	14	62.0	2,373.0	$236,767.5	5.17		5.17	459.29
C	English	18	86.0	2,562.0	$255,647.0	7.17		7.17	357.49
C	Speech	7	24.0	792.0	$78,922.5	1.60		1.60	495.00
E	English	6	41.0	1,246.0	$124,109.5	3.42		3.42	364.68
E	Speech	3	15.0	336.0	$33,116.0	1.00		1.00	336.00
H	English	2	8.0	199.0	$19,808.0	0.67		0.67	298.50
M	Dev.Com	4	20.0	570.0	$56,638.5	1.67		1.67	342.00
M	English	12	55.7	967.6	$95,945.0	4.64		4.64	208.46
P	English	5	25.0	620.0	$62,209.5	2.08		2.08	297.60
S	Speech	5	23.0	423.0	$48,282.0	1.77		1.77	239.43
T	English	5	25.0	670.0	$67,161.5	2.08		2.08	321.60
T	Speech	1	3.0	66.0	$6,499.5	0.20		0.20	330.00
V	English	10	48.0	1,291.0	$128,442.5	4.00		4.00	322.75
V	Speech	2	6.0	77.0	$7,737.5	0.40		0.40	192.50
W	English	4	17.9	419.4	$41,782.5	1.49		1.49	281.16
W	Speech	1	6.0	84.0	$8,356.5	0.40		0.40	210.00
Total		99	465.6	12,696.0	$1,271,425.5	37.75		37.75	5056.47

Appendix D: LACCD Student Statistics for Fall 1986

Appendix D statistics were generated from the Fall 1986 student data tape. The information is student census data which is obtained through the college application and other supplementary forms filled out at registration as well as actual enrollment trends.

The sample selected for the analysis consists of students who indicated that they were not U.S. citizens.

Appendix D: Table 1

LACCD Students Who Are Not U.S. Citizens, Fall 1986

	Frequency	Percent	Valid Percent*	Cumulative Percent
City	4,683	27.0	27.0	27.0
East	2,775	16.0	16.0	43.0
Harbor	757	4.4	4.4	47.4
Mission	817	4.7	4.7	52.1
Pierce	2,103	12.1	12.1	64.2
Southwest	182	1.0	1.0	65.2
Trade	2,792	16.1	16.1	81.3
Valley	2,517	14.5	14.5	95.8
West	721	4.2	4.2	100.0
Total	17,347	100.0	100.0	

*Missing cases=0

Appendix D: Table 2

Percent of Students Not U.S. Citizens for Fall 1986 by College
(Based on Actual Student Enrollment)

	College Enrollment	Number Non-U.S. Citizens	Percent Non-U.S. Citizens
City	14,858	4,683	31.5
East	12,279	2,775	22.6
Harbor	8,548	757	8.9
Mission	4,926	817	16.6
Pierce	18,513	2,103	11.4
Southwest	4,252	182	4.3
Trade	12,414	2,792	22.5
Valley	18,190	2,517	13.8
West	8,553	721	8.4
Total	102,533	17,347	

Appendix D: Table 1

LACCD Students Who Are Not U.S. Citizens, Fall 1986

	Frequency	Percent	Valid Percent*	Cumulative Percent
City	4,683	27.0	27.0	27.0
East	2,775	16.0	16.0	43.0
Harbor	757	4.4	4.4	47.4
Mission	817	4.7	4.7	52.1
Pierce	2,103	12.1	12.1	64.2
Southwest	182	1.0	1.0	65.2
Trade	2,792	16.1	16.1	81.3
Valley	2,517	14.5	14.5	95.8
West	721	4.2	4.2	100.0
Total	17,347	100.0	100.0	

*Missing cases=0

Appendix D: Table 2

Percent of Students Not U.S. Citizens for Fall 1986 by College
(Based on Actual Student Enrollment)

	College Enrollment	Number Non-U.S. Citizens	Percent Non-U.S. Citizens
City	14,858	4,683	31.5
East	12,279	2,775	22.6
Harbor	8,548	757	8.9
Mission	4,926	817	16.6
Pierce	18,513	2,103	11.4
Southwest	4,252	182	4.3
Trade	12,414	2,792	22.5
Valley	18,190	2,517	13.8
West	8,553	721	8.4
Total	102,533	17,347	

Appendix D: Table 1

LACCD Students Who Are Not U.S. Citizens, Fall 1986

	Frequency	Percent	Valid Percent*	Cumulative Percent
City	4,683	27.0	27.0	27.0
East	2,775	16.0	16.0	43.0
Harbor	757	4.4	4.4	47.4
Mission	817	4.7	4.7	52.1
Pierce	2,103	12.1	12.1	64.2
Southwest	182	1.0	1.0	65.2
Trade	2,792	16.1	16.1	81.3
Valley	2,517	14.5	14.5	95.8
West	721	4.2	4.2	100.0
Total	17,347	100.0	100.0	

*Missing cases=0

Appendix D: Table 2

Percent of Students Not U.S. Citizens for Fall 1986 by College
(Based on Actual Student Enrollment)

	College Enrollment	Number Non-U.S. Citizens	Percent Non-U.S. Citizens
City	14,858	4,683	31.5
East	12,279	2,775	22.6
Harbor	8,548	757	8.9
Mission	4,926	817	16.6
Pierce	18,513	2,103	11.4
Southwest	4,252	182	4.3
Trade	12,414	2,792	22.5
Valley	18,190	2,517	13.8
West	8,553	721	8.4
Total	102,533	17,347	

Appendix D: Table 1

LACCD Students Who Are Not U.S. Citizens, Fall 1986

	Frequency	Percent	Valid Percent*	Cumulative Percent
City	4,683	27.0	27.0	27.0
East	2,775	16.0	16.0	43.0
Harbor	757	4.4	4.4	47.4
Mission	817	4.7	4.7	52.1
Pierce	2,103	12.1	12.1	64.2
Southwest	182	1.0	1.0	65.2
Trade	2,792	16.1	16.1	81.3
Valley	2,517	14.5	14.5	95.8
West	721	4.2	4.2	100.0
Total	17,347	100.0	100.0	

*Missing cases=0

Appendix D: Table 2

Percent of Students Not U.S. Citizens for Fall 1986 by College
(Based on Actual Student Enrollment)

	College Enrollment	Number Non-U.S. Citizens	Percent Non-U.S. Citizens
City	14,858	4,683	31.5
East	12,279	2,775	22.6
Harbor	8,548	757	8.9
Mission	4,926	817	16.6
Pierce	18,513	2,103	11.4
Southwest	4,252	182	4.3
Trade	12,414	2,792	22.5
Valley	18,190	2,517	13.8
West	8,553	721	8.4
Total	102,533	17,347	

Appendix D: Table 3

Educational Goal of LACCD Students Who Are Not U.S. Citizens, Fall 1986

	Frequency	Percent	Valid Percent*	Cumulative Percent
Transfer/No AA	1,751	10.1	15.2	15.2
AA Transfer	4,172	24.1	36.2	51.4
AA Vocational	1,377	7.9	12.0	63.4
AA General Ed.	859	5.0	7.5	70.8
Certificate	1,097	6.3	9.5	80.3
Job Skills	2,264	13.1	19.7	100.0
Total	17,347	100.0	100.0	

*Missing cases=5,826

Appendix D: Table 4

Time of Day in Which LACCD Students Who Are Not U.S. Citizens Study, Fall 1986

	Frequency	Percent	Valid Percent*	Cumulative Percent
Day	7,826	45.1	46.5	46.5
Day/Evening	2,607	15.0	15.5	62.0
Evening	6,405	36.9	38.0	100.0
Total	17,347	100.0	100.0	

*Missing=509

Appendix D: Table 5

Student Level of LACCD Students Who Are Not U.S. Citizens, Fall 1986

	Frequency	Percent	Valid Percent*	Cumulative Percent
High School Student	1,011	5.8	6.1	6.1
Freshman	10,265	59.2	62.1	68.2
Sophomore	2,354	13.6	14.2	82.4
Other Undergraduate	1,526	8.8	9.2	91.7
Has AA Degree	533	3.1	3.2	94.9
Has BA/BS + Degree	812	4.9	5.1	100.0
Total	17,347	100.0	100.0	

*Missing cases=812

Appendix D: Table 6

Enrollment Status of LACCD Students Who Are Not U.S. Citizens, Fall 1986

	Frequency	Percent	Valid Percent*	Cumulative Percent
First-Time College Student	5,029	29.0	29.0	29.0
First-Time Transfer Student	2,516	14.5	14.5	43.5
Returning Transfer Student	445	2.6	2.6	46.1
Returning Student	1,051	6.1	6.1	52.2
Continuing Student	8,286	47.8	47.8	100.0
Total	17,347	100.0	100.0	

*Missing cases=20

Appendix D: Table 7

Source of LACCD Students Who Are Not U.S. Citizens, Fall 1986

	Frequency	Percent	Valid Percent*	Cumulative Percent
Entering from High School	1,854	10.7	11.3	11.3
Over 20 from High School	3,175	18.3	19.4	30.7
New Transfer, No Degree	2,037	11.7	12.4	43.1
Returning, No Degree	345	2.0	2.1	45.2
Continuing, No Degree	7,715	44.5	47.1	92.3
New/Returning, Has Degree	692	4.0	4.2	96.5
Continuing, Has Degree	571	3.3	3.5	100.0
Total	17,347	100.0	100.0	

*Missing cases=958

Appendix D: Table 8

Immigration Status of LACCD Students Who Are Not U.S. Citizens, Fall 1986

	Frequency	Percent	Valid Percent*	Cumulative Percent
Permanent Visa	14,312	82.5	82.5	82.5
Student Visa	1,286	7.4	7.4	89.9
Refugee	796	4.6	4.6	94.5
Other Visa	953	5.5	5.5	100.0
Total	17,347	100.0	100.0	

*Missing cases=0

Appendix D: Table 9

College Units Completed by LACCD Students Who Are Not U.S. Citizens, Fall 1986

	Frequency	Percent	Valid Percent*	Cumulative Percent
Under 6 Units	6,319	36.4	36.4	36.4
6 to 11 Units	5,181	29.9	29.9	66.3
12 or More Units	5,847	33.7	33.7	100.0
Total	17,347	100.0	100.0	

*Missing cases=0

Appendix D: Table 10

Age of LACCD Students Who Are Not U.S. Citizens, Fall 1986

	Frequency	Percent	Valid Percent*	Cumulative Percent
Under 20 Years	3,058	17.6	17.6	17.6
20 to 24 Years	5,540	31.9	31.9	49.6
25 to 34 Years	5,685	32.8	32.8	82.3
35 Years and Over	3,064	17.7	17.7	100.0
Total	17,347	100.0	100.0	

*Missing cases=0

Appendix D: Table 11

Gender of LACCD Students Who Are Not U.S. Citizens, Fall 1986

	Frequency	Percent	Valid Percent*	Cumulative Percent
Female	8,365	48.2	48.2	48.2
Male	8,982	51.8	51.8	100.0
Total	17,347	100.0	100.0	

*Missing cases=0

Appendix E: Board of Governors ESL Guidelines

In May of 1985, the staff of the Board of Governors of the California Community Colleges presented a report entitled *"English as a Second Language: Statement of Findings and Policy Recommendations."* This report determined that one of the ESL issue areas most in need of definition and clarification is the area concerning uniform assessment and consequent placement criteria. In order to better understand the terms beginning, intermediate and advanced in relationship to ESL levels, these terms might be equated to the following Student Proficiency level designators which are presented in this appendix.

It should be understood that these levels do not equate to any given number of courses nor do they imply any time period equivalency.

Appendix E: Section 1

Student Proficiency Level Descriptors

English as a Second Language

Criteria for Placement in Beginning ESL

Level 0	No ability whatsoever in any of the linguistic skill areas. **Tests**: Unable to take a paper/pencil test.

Level I	Unable to function in spoken or written English. Able to understand some isolated words and phrases if supported by visual cues. May be able to name colors, read letters of the alphabet, and dollars and cents, and write own name and address with assistance. **Tests**: Probably will be unable to take paper/pencil test but may want to try and may guess and make a few points.

IOI	0-10
EPT A/B	0-10
STEL B	0-7
ELSA BC/BN	0-8

Appendix E: Section 1 (Cont'd)

ESL Student Proficiency Level Descriptors

Level III - Beginning ESL

Able to understand previously learned phrases and simple new phrases which contain familiar vocabulary. Able to function in most basic survival situations. Able to ask and respond to direct questions on familiar subjects. Can engage in conversation and participate with difficulty in some social situations when the content is familiar and when addressed directly. Little control of grammar. Can read simple sentences and instructions and simplified materials on subjects related to immediate needs. Able, but with difficulty, to write short sentences to convey instructions and simple messages. **Tests**:

IOI	25-29
EPT A/B	19-27
STEL B	20-29
ELSA BC	14-17
ELSA BN	13-16
LCPT	10-17

Level IV - Intermediate ESL

Able to understand conversation on a variety of everyday subjects with some need for repetition. Can give simple explanations and ask for clarification. Can communicate on the phone but with difficulty. Control of basic grammar is evident but inconsistent. Able to read simplified materials on subjects within a familiar context with comprehension of non-simplified materials. Able to perform most daily writing tasks with some errors in a familiar context including short personal notes and letters, but with some degree of difficulty. **Tests**:

IOI	40-59
EPT A/B	28-37
EPT G/H	0-14 (and 38+ on A/B)
STEL B	30-37
STEL I	0-29 (and 38+ on B)
ELSA BC	18-19
ELSA BN	17-19
ELSA IC	1-12 (with 20+ on BC/BN)
ELSA IN	1-13 (with 20+ on BC/BN)
LCPT	18-24
SLEP - L	20-27
SLER - R	27-36

Appendix E: Section 2 (Cont'd)

Supplemental Criteria for Classification of ESL Courses

Student Proficiency Level Descriptors

Criteria for Placement in Beginning ESL (Cont'd)

Level II Able to understand a restricted range of simple previously learned phrases spoken slowly and with some repetitions. Able to read and write some words and phrases and produce basic personal information simplified forms. Weak telephone ability; prefers not to speak on the telephone.

Tests:

IOI	11-24
EPT A/B	11-19
STEL B	8-19
ELSA BC	9-13
ELSA BN	9-12
LCPT	5-9

Appendix E: Section 2 (Cont'd)

Supplemental Criteria for Classification of ESL Courses

Student Proficiency Level Descriptors

Criteria for Placement in Beginning ESL (Cont'd)

Level III Able to understand previously learned phrases and simple new phrases which contain familiar vocabulary. Able to function in most basic survival situations. Able to ask and respond to direct questions on familiar subjects. Can engage in conversation and participate with difficulty in some social situations when the content is familiar and when addressed directly. Little control of grammar. Can read simple sentences and instructions and simplified materials on subjects related to immediate needs. Able, but with difficulty, to write short sentences to convey instructions and simple messages.

Tests:

IOI	25-29
EPT A/B	19-27
STEL B	20-29
ELSA BC	14-17
ELSA BN	13-16
LCPT	10-17

Appendix E: Section 2 (Cont'd)

Supplemental Criteria for Classification of ESL Courses

Student Proficiency Level Descriptors

Criteria for Placement in Intermediate ESL

Level IV Able to understand conversation on a variety of everyday subjects with some need for repetition. Can give simple explanations and ask for clarification. Can communicate on the phone but with difficulty. Control of basic grammar is evident but inconsistent. Able to read simplified materials on subjects within a familiar context with comprehension of non-simplified materials. Able to perform most daily writing tasks with some errors in a familiar context including short personal notes and letters, but with some degree of difficulty.

Tests:

IOI	40-59	
EPT A/B	28-37	
EPT G/H	0-14	(and 38+ on A/B)
STEL B	30-37	
STEL I	0-29	(and 38+ on B)
ELSA BC	18-19	
ELSA BN	17-19	
ELSA IC	1-12	(with 20+ on BC/BN)
ELSA IN	1-13	(with 20+ on BC/BN)
LCPT	18-24	
SLEP - L	20-27	
SLER - R	27-36	

Appendix E: Section 2 (Cont'd)

Supplemental Criteria for Classification of ESL Courses

Student Proficiency Level Descriptors

Criteria for Placement in Intermediate ESL (Cont'd)

Level V Able to understand conversation on a variety of everyday topics with decreasing need for repetition. Able to expand on basic ideas in order to keep a conversation going. Control of basic grammar is becoming more consistent. Able to read simple narrative and informative material and to identify implied information in reading. Has limited ability to organize a narrative or descriptive paragraph.

Tests:

IOI	60-74	
EPT G/H	15-19	(and 38+ on EPT A/B)
STEL I	30-37	(and 38+ on STEL B)
ELSA IC	13-16	(with 20+ on BC/BN)
ELSA IN	14-17	(with 20+ on BC/BN)
CELT-STRUCTURE	24-33	
LCPT	25-29	
SLEP - L	27-36	
CELT-LISTENING	17-22	
SLER - R	26-34	

Appendix E: Section 2 (Cont'd)

Supplemental Criteria for Classification of ESL Courses

Student Proficiency Level Descriptors

Criteria for Placement in Intermediate ESL (Cont'd)

Level VI Able to understand conversations between native speakers when speech is not too rapid. Able to initiate and sustain conversations on everyday topics. Able to understand most lectures on familiar subjects at normal speed. Telephone ability somewhat limited. Reads and understands lesson materials at an intermediate level including narrative and descriptive tests. Uses all-English dictionary with some reference to bilingual dictionary. Able to write business letters and fill out complex applications with some degree of accuracy. Limited ability to organize a narrative or descriptive paragraph.

Tests:

IOI	75-100	
EPT G/H	20-29	(and 38+ on EPT A/B)
STEL A	0-19	(and 38+ on STEL I)
ELSA IC	17-19	(with 20+ on BC/BN)
ELSA IN	18-19	(with 20+ on BC/BN)
ELSA AN/AL	12-14	(with 20+ on ELSA IC/IN)
CELT-STRUCTURE	33-39	
SLEP - L	37-46	
CELT-LISTENING	23-26	
SLER - R	35-38	

Appendix E: Section 2 (Cont'd)

Supplemental Criteria for Classification of ESL Courses

Student Proficiency Level Descriptors

Criteria for Placement in Intermediate ESL (Cont'd)

Level VII Able to understand most conversation on non-technical subjects when addressed directly. Makes some errors in idiom and structure, often obscuring meaning. Cannot always follow rapid conversation between native speakers. Able to communicate by phone on familiar subjects. Has control of basic grammar but not of more difficult grammar. Reads and understands most expository materials with use of English dictionary and material in appropriate academic areas with some use of bilingual dictionary, all at a slow pace. Comprehension problems caused by insufficient vocabulary and difficulty in extracting salient elements. Able to handle routine writing tasks fairly within a familiar context. Sentence structure is under fair control within familiar academic areas; control weakens under time or test pressures. Little understanding of paragraph organization of expository or argumentative essay.

Tests:

EPT G/H	30-40	(and 38+ on A/B)
STEL A	20-40	(and 38+ on I)
ELSA AN/AL	15-17	(with 20+ on IC/IN)
CELT-STRUCTURE	40-48	
MTELP	54-63	(equated scores)
SLEP - L	47-55	
CELT-LISTENING	27-31	
SLER - R	39-47	

Appendix E: Section 2 (Cont'd)

Supplemental Criteria for Classification of ESL Courses

Student Proficiency Level Descriptors

Criteria for Placement in Intermediate ESL (Cont'd)

Level VIII Able to understand most conversations on non-technical subjects and routine conversations. Can function when not in face-to-face contact but may have difficulty with rapid speech. Participates effectively in social and academic conversations; makes occasional errors in idiom and structure, seldom obscuring meaning. Reads and understands general expository materials and texts in academic area with frequent use of English dictionary. Reads with some ease for information and pleasure. Writes with some fluence [sic], but with occasional errors and misuse of idiom. Shows very little understanding of organization of expository/argumentative essay, but is ready to develop and self correct.

Tests:

ELSA AN/AL	18-21	(with 20+ on IC/IN)
CELT-STRUCTURE	49-58	
MTELP	64-72	(equated scores)
SLEP	56-65	
CELT-LISTENING	32-40	
SLER - R	48-58	

Appendix E: Section 2 (Cont'd)

Supplemental Criteria for Classification of ESL Courses

Student Proficiency Level Descriptors

Criteria for Placement in Intermediate ESL (Cont'd)

Level IX Able to understand most speech in any moderately clear context. Occasionally confused by highly colloquial or regional speech. Conve[illegible] exact meaning. Reads and understands general academic material; displays ability to extract salient elements, sometimes with use of dictionary, at somewhat below native speed. Writes with occasional errors in idiom at somewhat below native speed; demonstrates good control of organization of expository/argumentative essay.

Tests:

ELSA AN/AL	22+ (with 20+ on IC/IN)
CELT-STRUCTURE	59+
MTELP	73+
SLEP	66+
CELT-LISTENING	41+
SLER - R	59+

ERIC Clearinghouse for Junior Colleges
DEC 9 1988